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ABSTRACT

This document reports on a seminar that included country presentations and selected materials on the training of distance educators by participants from India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, the Republic of Korea, and Sri Lanka, Part I provides an analysis of the current situation in the training of distance education personnel, including the experiences of the individual participating countries and forms and aspects of distance education. In Part II, new designs and methods of training in distance education are examined; distance education personnel and their training needs, research and evaluation in renewal systems in distance education, plans for organization of national level pilot training workshops, and suggested procedures for designing such workshops are examined. A seminar agenda and a list of participants are included. (LMM)

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Asian Programme of Educational Innovation for Development

Training of Personnel for Distance Education

Report of a Regional Seminar

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PREFACE

A Regional Seminar on Further Training of National Officials and Specialists in Distance Education was organized in collaboration with Allama Iqbal Open University in Islamabad from 8 to 18 August, 1983, within the context of the Asian Programme of Educational Innovation for Development and in pursuance of Resolution 1/01(J)5.5 adopted by the General Conference of Unesco at its twenty-first session. The seminar was attended by personnel responsible for distance learning at the school level in eight countries, namely India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea and Sri Lanka.

The agenda covered the following;

1. Analysis of country experiences on training of distance education personnel;
2. Review of major issues in identifying target groups, the problems and issues in distance education programmes and their implications for training distance education personnel; and specifying the learning needs of various categories of distance education personnel including training design.
3. Preparation of draft plans for national pilot follow-up activity/programme, by countries; and
4. Selection, improvement and suggestions for further development of examplar materials, methods and built-in evaluation.

Organization

The Seminar was formally opened by Dr. M. Afzal, Federal Minister of Education, Pakistan. In his address, he welcomed the participants and introduced the organization, history, recent development and future plans of education in the country. Emphasizing the role of distance education, he observed that it has gained solid roots in Pakistan. He announced the establishment of an Institute of Communication technology as a part of the host Institution, which would strengthen and support all educational development at all levels in the country. Appreciating the role of Unesco and other agencies in providing substantial and timely support, he discussed the measures which he had taken to ensure that Pakistan can participate fully and effectively in regional activities sponsored by such organizations.

Earlier, welcoming the participants, Acting Vice-Chancellor, Prof. Iftikhar N. Hasan reviewed the work of the host institution. On behalf of Unesco, Dr. Latif welcomed the participants, explained the basic features and objectives of APEID, and reviewed the purpose of the Seminar. The Seminar was also addressed by the new Vice-Chancellor, Dr. G.A. Allana.

The Seminar was assisted in its work by the following officers:

Chairman : Dr. Shaukat Ali Siddiqi (Pakistan)

Co-chairman : Dato Abdul Rahman bin Haji Arshad (Malaysia)

Rapporteurs : Dr. O.S. Dewal (India)

Mr. Slamet Suderman (Indonesia)

Method of Work

Country reports, and selected materials, on training of distance educators were presented by the participants from India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, and Sri Lanka. The presentations were followed by an intensive review and discussion.

The Meeting then divided itself into different groups for in-depth study of the following items: (i) forms and aspects of distance education; (ii) research, evaluation and renewal of systems of distance education; (iii) design of training programme; (iv) training materials (including compilation of exemplar materials), organised into three sections namely, course production, support services and assessment and evaluation; and (v) development of outlines and schedules for pilot national training workshops.

The workshop finally prepared the report. It also compiled a portfolio of exemplar training materials.

In the concluding session, the report of the Seminar was considered and adopted with modification which have been incorporated.

Part I: Analysis of the current situation in the training of distance education personnel.

Chapter One

DISTANCE EDUCATION: EXPERIENCES OF PARTICIPATING COUNTRIES

1. Distance education and its sub-systems

Education is considered as one of the potent agents of development and change. Various countries have launched various plans to expand their educational system, remove illiteracy and make education a life-long and continuous process. But due to various reasons such as population growth, growing aspirations of people, explosion of knowledge, financial constraints, educational goals are yet to be achieved. Consequently there has been a search for other alternatives. Distance education is perhaps one of them. Today it is being recognized as an effective supplement or a complement to formal education. It has also emerged, in some countries, as an independent parallel alternate system of education. For various considerations, whether they be cost effectiveness, or scale of numbers, or non-availability of (or non-accessibility to) formal institutions and teachers (especially trained ones) distance education as an alternate mode has caught the attention of educational planners.

To appreciate Distance Education in a holistic way and to gain an understanding of elements and their relatedness, an attempt should be made to delineate the various sub-systems of distance education. Chart I gives the sub-systems and their linkages.

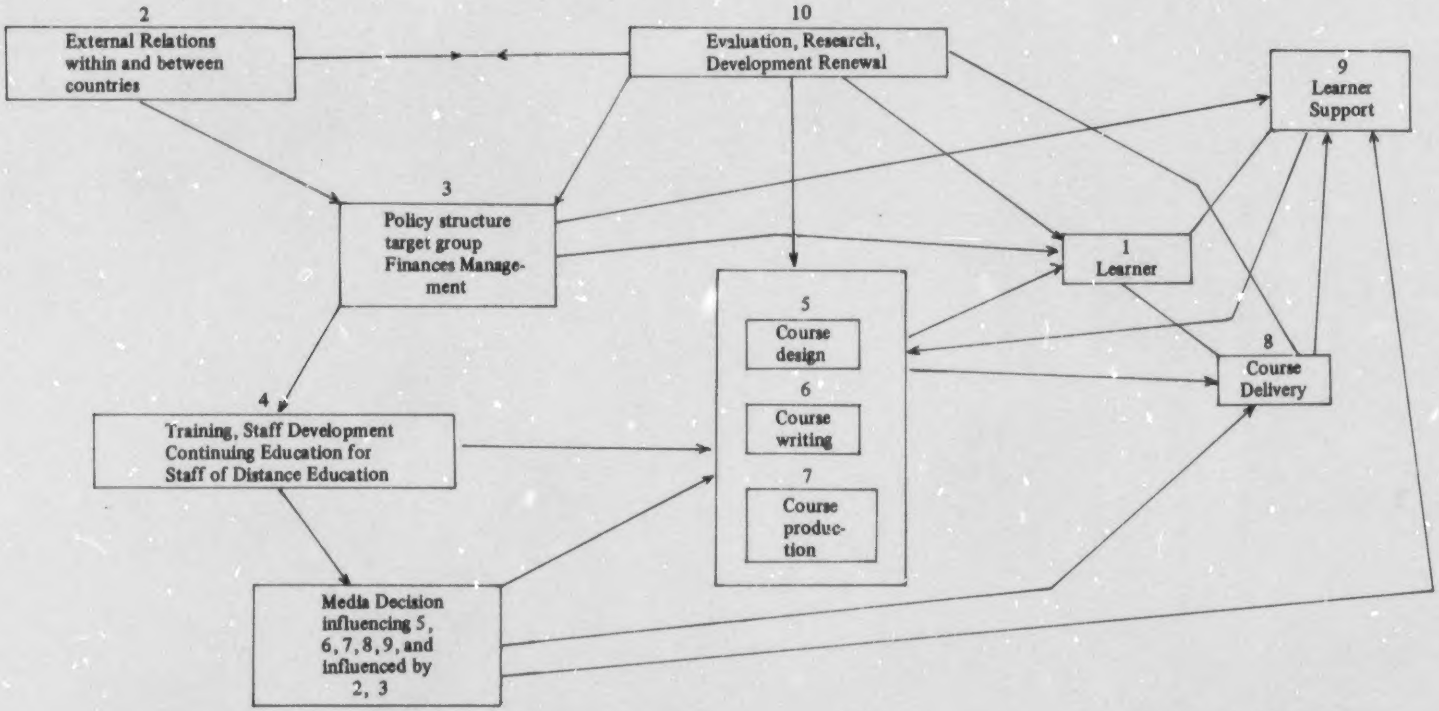
Obviously the learner (student subsystem) forms the key subsystem and takes the central position. The second subsystem (not necessarily in terms of importance and priority) relates to the relationship within and between countries. The third subsystem relates to control, management, structure, organization and finances. The fourth relates to staff training programmes and staff development activities. Subsystems 5, 6 and 7 related to course design, course writing and course production.

Considerations at these three levels (5, 6, 7) are heavily influenced by media decisions (media decisions are influenced by subsystems 2 and 3 and in turn influence subsystems 5, 6, 7, 8 and 9.)

Course delivery and student support service form subsystems 8 and 9. The last subsystem relates to evaluation, research, development and renewal.

These subsystems may or may not be fully existent in different distance teaching institutions in different countries. Each country has a system with its own specific thrusts. In India, distance education is available at the higher education as well as school level, in four states, Delhi, Madhya Pradesh, Orissa and Rajasthan. In Indonesia, distance education is available at the primary as well as secondary level.

Inter linkages
among
Systems of Distance Education


2
External Relations within and between countries
10
Evaluation, Research, Development Renewal
9
Learner Support
3
Policy structure target group Finances Management
1
Learner
5
Course design
6
Course writing
7
Course production
8
Course Delivery
4
Training, Staff Development Continuing Education for Staff of Distance Education
Media Decision influencing 5, 6, 7, 8, 9, and influenced by 2, 3

Note: **Several subsystems to have communication system, especially in subsystems 1, 2, 3, 4 and 5.**

In Malaysia the educational media services provide a substantial input to formal schooling. In Nepal, distance education is used for training Primary school teachers. In Pakistan the Allama Iqbal Open University provides media based courses of different levels under three broad categories, i.e. functional education, teacher education and general education. In a good number of these countries distance education also takes the form of functional education for the general public. This functional education is intended to provide certain basic skills for everyday living. It takes the form of programmes in agriculture, handicraft, housecraft, child care, health and nutrition and simple technical skills. These programmes illustrate the point that different countries, keeping their priorities in view, design and organize various distance education programmes.

2. Common concerns

While reviewing programmes of the participating countries and their experiences, a few things become obvious:

a) Distance education is a new and emerging educational system. It has potentialities to redistribute education in time and space, and takes education to the doorsteps of working adults and school drop-outs. It, thus, has a laudable social function.

b) The type, scope and mode of distance education in different countries depends upon their levels of economic and technical advancement, their social setup and national priorities.

c) Distance education can be differentiated on three levels:–

    i) *Target learners* (clientele) – learners at various levels: pre-primary, secondary and higher or tertiary. In addition, it also includes working adults who want to take functional, technical and vocational courses either with a view to changing their jobs or just for personal enrichment. There are also members of the general populace who follow programmes on radio and/or TV purely for the acquisition of simple life skills in the process of life-long education.

    ii) *Media* – types of media used include print, audio cassette, radio, TV and films.

    iii) *Mode* – whether the system is only a system of distance education or it has a face to face teaching component in the form of tutorial and parental support.

d) Distance education students need guidance and counselling before enrolment and during their course.

e) For better output distance education programmes for lower grade teachers require parental support.

f) Study Centres provide crucial student support services.

g) Distance education employs various categories of staff which range from institutional heads to grass-roots workers. They have specific job functions, and need specific training.

h) Training facilities for various jobs in distance education are in the early phase of development. There is a need to design and develop suitable training programmes for various levels of personnel of distance education institutions.

3. Need for professionalism/specialization

It was the general consensus in the seminar that Distance Education should become an effective alternate mode of education, and to reach that level, it should develop professionalism and achieve a level of specialization in the field. This can be done if personnel working at different levels of distance education are properly trained.

Training of personnel of distance education institutions can be thought of at three levels. First, distance education can form a component of pre-service training; second, specific in-service training programmes can also be offered; thirdly, continuing education programmes *through distance education* can be thought of, designed and offered.

To share experiences the participants presented their country reports.

4. Country experiences on distance learning

Distance teaching started in India in the form of correspondence education. On the recommendation of an expert committee it was included in the Third Five Year Plan. The scheme started in 1962 in Delhi University. At the school level distance teaching started in 1965. At present there are more than 25 universities and four Boards of Secondary Education offering Distance Education.

The instructional mode of these distance teaching institutions is primarily *printed material,* although some institutions like the Institute of Correspondence Education, Patiala and Chandigarh do use other media also, like radio braodcasts. These institutions also use personal contact programmes to supplement correspondence education. Regional Colleges of Education of the NCERT undertake in-service training of teachers of secondary level through correspondence.

Use of radio/TV

Utilization of radio broadcasts for school education started in the early 1950s. Educational broadcasts had (and have) a supportive function. Special mention may be made of language broadcasts which have been serving a useful purpose.

The use of TV started in 1962 first in Delhi. The telecasts support classroom teaching in some selected subjects. Like radio broadcasts they are syllabus-oriented and supportive in nature.

Distance education through SITE

In 1975-1976 India launched the Satellite Instructional Television Experiment using the ATS 6 Satellite facilities. It was the first exercise of its kind to design and develop infrastructure and to undertake experiments in communication and education. Two and half hours were set apart for education to serve about 2,400 villages in six states. The morning telecasts were used for primary education and the evening programmes for adult education and community development.

The morning telecasts for primary school children were both self-contained lessons and in series. They were motivational in nature and not strictly syllabus-oriented. Although the viewers were of the age range 6-11 with different educational entry behaviour, the programmes were the same for all.

Besides these programmes, the Centre for Educational Technology offered a primary school teacher training programme to about 45,000 teachers. It was a multi-media programme with a TV component, on a few selected topics in science and language teaching.

Non-formal structures

Realising that the formal education system, for some students, interferes with their income-generating activities, the Government of India launched a massive non-formal education programme. At present there are about 100,000 centres with 3,000,000 children all over the country for children in the 9-14 age range. It is non-formal to the extent that it removes the rigidities relating to time, place, duration. Content-wise it is a condensed version of the formal system.

Comprehensive access to Primary Education (CAPE) project

The CAPE project takes the non-formal education programmes a step further. The project (in collaboration with UNICEF and Unesco) seeks to non-formalize education both in terms of content and methodology. With the help of primary school teachers, the project has developed environment-based (and based on the localized needs) learning materials (episodes). It is also envisaged that, under the project, a number of Learning (or study) Centres will be set up.

The 'open school'

The Open School (started in 1979) is an innovative structure. It is meant for secondary level students but its 'bridge courses' also cater to elementary level. It is a distance teaching institution offering a number of flexibilities:—

a) It does not prescribe a rigid combination of subjects. The learner has a choice of five subjects from a list of subjects.

b) The learner can take examinations at his own pace. There is no compulsion that all five subjects should be taken simultaneously.

c) There are no rigid age and entry restrictions.

d) Examinations are held twice a year.

Training programmes in distance education

The main institution that takes up training programmes at the school level is NCERT at the national level and SCERT (State Council of Education, Research and Training) at the state level. Training programmes, are sometimes mounted by Boards of Secondary Education also.

There are six areas where the need for training is acutely felt. They are at the level of:

1. Directors/Heads of distance education institutions;
2. writers of distance education materials;
3. editors and reviewers;
4. radio script writers;
5. communicators, graphic artists, and educational technologists; and
6. administrative supportive staff who deal with registration, despatch, etc.

As there is no training institution exclusively to cater for the training needs of personnel working in distance education, programmes are mounted on an *ad hoc* basis.

The NCERT did offer a few training programmes for writers of distance education materials. One programme was also organized for the Directors of Distance Education institutions.

The Open School in its own way offered three programmes from 1980 to 1983 for writers, editors and evaluators. The Open School has also published two books which constitute good training material. They are:—

- *Editing distance teaching material.* Price Rs. 10/—
- *Writing for distance teaching*

> (Both these books can be had from Open School, H-24 Green Park Ext., New Delhi 11016.)

Indonesia

Indonesia faces a number of major problems in education. Among these are: the many school-age children without the opportunity to attend school, the large dropout rates especially at the primary grade levels, unqualified teachers or lack of qualified teachers, and the lack of in-service teacher training programmes.

Obviously, problems of such magnitude could not be solved within a reasonable time period using conventional, traditional approaches. Consequently, Indonesia turned toward the use of communications technology as a potential solution strategy in the form of distance learning.

Instructional systems carried out in Indonesia that apply the distance learning principles are, among others, the Open Junior High School, Pamong* Schools, and the Diploma II (D II) Distance Learning Programme. All these three instructional systems use educational media as their main delivery system. The main medium of the Open Junior High School and the D II Distance Learning Programme is a module supported by other media such as audio cassettes, slide programmes, and radio programmes, while the Pamong Schools, use printed materials as the main medium. Each system has different goals, so they have their own specific preparation, execution, and evaluation systems.

The Open Junior High School

The Open Junior High School is an educational subsystem at the junior high school level in which the presentation of the lessons is mostly through media such as programmed printed materials, audio cassettes, slides, and radio. Each Open Junior High School is attached to a regular high school which becomes the base school. The head of the open high school is the head of the base school who arranges all the management of the open high school assisted by his staff.

The students of the open high school study in places called the Centre of Learning Activities daily supervised and led by the tutor. Each tutor has approximately 5 to 20 students scattered around the base school. The tutor does not teach, but he facilitates the learning events by organising the learning groups, motivating the students to learn, preparing the instructional media such as the modules, the radio receivers, the cassette players and the cassettes, and the slide projector and the slides. Once a week the students come to the base school to have face-to-face learning activities with the teachers of the regular junior high school (the base school).

The curriculum of the open junior high school is the same as the curriculum of the regular junior high school, but it is developed in such a way for distance learning purposes.

All the personnel involved in the open junior high school – the curriculum developers, the headmaster and staff, the teachers, the tutors, the script writer of the audio/radio and slide programmes and the module writers – should be trained before the activity begins operation. Special emphases must be given to the training of the headmaster of the junior high school and his staff.

The Diploma Distance Learning Programme

The purpose of the D II Distance Learning Programme is to increase the academic ability of the junior high school teachers to mee the required formal qualifications, because there are still junior high school teachers who do not have the formal qualifications. By attending this programme the teachers will get the required diploma without leaving their jobs.

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* Pendidikan Anak Oleh Masyarakat, Orangtua, Dan Guru, or Instructional Management by parents, community and teachers.

Training of personnel for distance education

To run this programme there should be special training for those who are in charge of the management covering the academic affairs (developing the curriculum, writing modules, determining examinations, tutoring, and others) and administrative affairs (registering, multiplying learning materials, distributing learning materials, financing, and others).

The students study their modules by themselves either in groups or individually. There are learning centres where they may see the tutors. The tutors' job is to facilitate the students' learning, especially in the learning centres by answering questions and supervising the final tests based on the modules.

The curriculum and the modules are developed by the lecturers of the Institute of Teachers Training and Education.

The training should be especially on developing the curriculum into the basic course outline, and writing of self-instructional modules based on this outline.

Primary level

PAMONG systems have been developed in Indonesia to provide formal primary education in an informal way for those who cannot go to ordinary primary schools regularly for one reason or the other. The delivery systems are therefore created mainly for primary school drop-outs, and school-age population in sparsely populated areas where there are insufficient school facilities and teachers.

Teaching-learning processes in the PAMONG systems are made more flexible in terms of time for learning, place for learning, and teacher, by using self-instructional (printed) materials. Distance learning principles are thus applied in the PAMONG teaching-learning processes. Integrated into the national educational system in Indonesia, PAMONG would make it possible for the system to reach the previously unreachable population.

PAMONG systems are comprised of four variant models: (a) the community learning centre (CLC) model; (b) Small school model; (c) Primary school model; and (d) Kejor-Patjar model. The description of each is as follows:–

(a) The CLC model is characterized by a total modification of regular primary school into Pamong school – which uses self-instructional materials, individual/group/classical learning, the use of peer-tutors, and which assigns the teacher to assume a new role as a manager of instruction. The PAMONG school function as "mother school" for Learning Posts, which are school extensions where primary school drop-outs are learning. The Learning Posts are private homes.

(b) The small school model is a PAMONG model applied in sparsely populated areas, where there are shortages of teachers and students. Normally, three teachers teach up to 75 students distributed unevenly in six classes. The usual practice is as follows: While a teacher teaches grade I or II or III students in a conventional way, the grade IV or V or VI students who are also under his/her management are assigned to learn self-instructional materials – PAMONG modules – individually or in groups. This is an effort to make the teaching-learning process work without the physical presence of teacher.

(c) The primary school model differs from the CLC model in that the former school is not modified into a PAMONG school. It stays conventional but functioning as the "mother school" for several PAMONG Learning Posts.

d) The Kejar-Patjar Model, or the Learning Group – Learning Post Model, is an integrated non-formal and formal system. Kejar is a non-formal educational programme which provides basic literacy and numeracy skills combined with functional learning of use to rural adults. After finishing 20 learning packages the students are allowed to take a primary school equivalency exam. In order for the students to obtain regular primary school diploma, they may join the Patjar programme for one or two years before taking the regular primary school exam. The diploma allows them to go on to secondary school.

The Primary School and Small School models have been accepted by the government as alternatives to serve for universal primary education. This was signified by the issuance of decision letter number 118/C/Kep/I 82 dated 17 June 1982 by the Director General of Primary and Secondary Education of the Ministry of Education and Culture in Indonesia.

The Pamong self-instructional materials are now being produced by the government to be used at national level beginning 1984. In preparation for the national operation of the system, field personnel – such as, teachers, school principals, and district school supervisors-require urgent training.

Malaysia

The participation rate for primary level education in Malaysia is about 98 per cent and the drop-out rate is about 10 per cent. Distance teaching *per se* is deemed not necessary. In these circumstances educational TV and educational radio become supportive services to formal teaching.

Malaysia had experience in correspondence education for teachers beginning in 1958 and ending in 1965 where there was a need to produce many teachers and facilities then were inadequate. Now with more colleges, teacher training has become residential and upgrading is carried out during school vacations.

Training for teachers involved in media teaching takes the following forms:–

1. Qualified teachers are sent for in-service training for one year at the Specialist Teachers Training College. Teachers selected must have been involved in the management of the teaching resources at the school level and the course at the College is devoted towards in-depth study in the management of library facilities, media technology, etc.
2. For graduates responsible for teaching at secondary level in-service train-

ing is carried out at the University of Science Malaysia for a period of one year leading to the Diploma in Educational Technology.

3. In four States in Malaysia, Educational Resource Centres have been created to collect teachers together and to encourage interactions to bring out ideas for the improvement in the quality of education. They would also be exposed to the management of technology. These centres have just come into being, are still at the experimental stage and if proved successful will be duplicated in the various other States.

4. ETV production is going into animation in an effort to make programmes more attractive. This requires sophisticated equipment and special skills. Training is carried out in the form of attachment to broadcasting centres in countries such as Japan and the United Kingdom. Training is also done locally either in-house or at the National Broadcasting Training Centre (IPTAR) for periods ranging from one week to about seven or eight weeks.

As the Educational Media Service Division is planning to build a special complex of its own and will be less and less dependent on the national broadcasting station, and as the division is preparing to buy an Outside Broadcast Van, there is need for more widespread and in-depth training both locally and abroad.

Nepal

The radio as a means of communication is used in a wide variety of formal and non-formal education programmes all over the world. Through this medium it is possible to reach almost everyone in the country and get quite a large coverage, in terms of listeners, in one broadcast.

Nepal, a mountainous country, where one third of the districts are officially declared as remote areas, has therefore a great need for using radio as a vehicle for mass communication.

Nepal's educational development which was at a low ebb in the past can be said to have gained momentum after 1950. School enrolment rose tremendously so that the number of students studying at the primary school level rose from just 8,508 in 1951 to 1,474,698 in 1981. Similarly the literacy rate shot up from mere 5 per cent in 1951 to 23.5 per cent in 1981. The boom in the number of school-going children led to an increase in the number of teachers as well, so that there are now over 32,000 primary school teachers of whom almost 21,000 are still untrained. In this circumstance the value of distance learning cannot be overstated. Obviously one of the limiting factors in improving the performance of existing schools and in further expanding educational facilities in the country is the lack of tarained primary school teachers.

Generally a large number of untrained and under-educated teachers are teaching in the remote and rural districts. The fact is that the regular institutions would never be able to train all these teachers in a short span of time. It was decided then that one of the greatest needs in Nepal where the radio might be useful was in the preparation of untrained primary school teachers. Thus the Government of Nepal, recognising the potential for the use of radio broadcasting in education, began working with USAID in 1972 to develop a plan for improving the capability of Nepal to impart education by radio and officially launched a project called Radio Education Teacher Training Programme (RETTP) in 1978. Technical assistance in carrying out this project was made available by USAID through Southern Illinois University at Carbondale, USA. Advisers from the University assisted in various phases of the project over the four-year span of the original contract. The project has been a joint venture of the Ministry of Education and Culture (MEOC) the Radio Nepal section of the Ministry of Communication and the Institute of Education. It has recently been attached to the Curriculum Textbook and Supervision Development Centre of the MOEC with the co-operation of radio Nepal for actual broadcasting.

The main objective of the RETTP was to develop and test a training programme for untrained, rural primary school teachers through the medium of radio reinforced by written, self-instruction materials and periodic workshops. This project has attempted to meet basic certificate standards while the participants continue to live and teach in their villages.

A supply of over 25,000 radios originally designed for use by UNICEF has been made available for use in this project. The nine volt radio set (Model PLS 68) along with a supply of batteries is provided to each enrolled teacher on a loan basis for the year of training.

The curriculum designed for the teachers enrolled in this programme stressed the process of learning and teaching and the relevant skills and attitudes required for assisting their pupils to complete the prescribed curriculum for grades I, II and III. In addition to this it had to include topics which would enable the rural teacher to function more effectively as an 'educated person', innovator and change agent.

The basic pattern of each one-hour broadcast consisted of two, twenty minute sections covering a given content area, separated by one, twenty minute session of a more informal nature including music, questions and answers based on letters received; and non-formal sessions for adult listeners in health, agriculture and current events. Each enrolled listener was expected to read a related lesson from the self-instruction book in addition to listening to the hour-long programme. The programme required about two hours of work a day, five days a week for approximately ten months.

During the pilot year of 1980-81, 117 untrained teachers from five districts were enrolled. But since the full year's programme had not been produced and major revisions were made based on the feedback that came from the teachers, these teachers were re-enrolled for the full year's programme in 1981-82 during which 1,000 new teachers from 22 districts were also enrolled.

By the end of the first full year in 1981-82 all radio scripts had been recorded and all printed materials were delivered to each of the 69 districts along with the radios for the enrolment of 2,500 teachers in 1982-83. The plan is to repeat the programme as often as needed to train the approximately 6,000 untrained primary school teachers who have not completed high school level.

The data collected in this project makes it clear that the radio can be used creatively to provide instruction to rural primary school teachers. The teachers also have expressed the opinion that they feel they are teaching better and with greater confidence as a result of the programme.

Future programmes will be addressed to lower-secondary teachers grades (VI-VII) many of whom have already expressed a real interest in radio education.

With RETTP and other distance education programmes under production, a need is felt for training programmes for the various personnel working in distance education. Priority areas would be to train staff in writing self-learning materials and radio scripts. Training programmes are also needed for field supervisors so that the distance education can be optimally utilized.

Pakistan

In the field of education Pakistan has been facing numerous acute problems and even now (in 1983) the country is still grappling with the problem of primary education and illiteracy. The alarming population growth rate results in an annual increase of more than 2.8 million children who need schooling. On the other hand, there is no corresponding increase in the educational facilities with the result that the formal system of education is facing the unprecedented pressure in terms of enrolments at various levels. Only 52 per cent of our school-age children (ages 5-9) are enrolled in the primary schools. Out of the children who are enrolled, hardly 40 per cent complete their primary education, while the remaining 60 per cent drop out and lapse back to illiteracy. Thus in 1982, Pakistan could attain a literacy rate of only 24 per cent for the age-group of 10 years and above. The literacy percentage in rural areas and particularly for females is still around five per cent. The total number of illiterates (20 years and above) is estimated to be around 50 million in 1983.

The inability of the formal system of education to provide the necessary content and skills so desperately required by masses of people is now being widely acknowledged by the policy makers and planners. The situation has, therefore, prompted serious experimentation with other approaches and strategies to find out more viable alternatives to the formal system of education. Distance education through correspondence, radio, TV, tutorial sessions and other innovative approaches were considered as possible alternatives for solving the problem of providing educational facilities for the masses in the shortest possible time.

The approach seems especially suited to the needs and conditions of developing countries of the world which are facing the resource constraint problem amidst rising aspirations of people for better education. This approach liberates the students from the constraints of not only time and space, but also of age, which in most cases are so rigidly associated with the conventional system and thus permits them reasonable flexibility as to the regularity, timing and location of activities pertaining to their studies.

Since the Allama Iqbal Open University (AIDU) is a media-based distance education institution, it has a large variety of personnel engaged in different types of activities in connection with distance education. The major categories of personnel involved in different processes at different levels are:

a) Policy makers, planners and administrators/implementers;

b) Curriculum planners and subject specialists;

c) Course co-ordinators;

d) Tutors;

c) Material writers and reviewers;

f) Editors;

g) Educational technologists;

h) Educational radio and T.V. producers/presenters;

i) Script writers;

j) Designers and illustrators;

k) Paper setters and examiners;

l) Researchers/programme evaluators; and

m) Group leaders.

The major categories of personnel, as mentioned above are further strengthened with necessary supporting staff recruited for the purpose.

The AIOU during the recent past, has been passing through its incubation period and has not been able to develop any detailed sort of training programmes for these personnel. In spite of all that, the AIOU has adopted the following strategy to orientate the personnel:

1. *Induction sessions.* The AIOU arranges induction sessions for the orientation of new entrants to the system and informs them about the overall functioning of the AIOU and their respective jobs and duties in this regard.

2. *Orientation of material writers.* Written instructions are issued to unit writers spelling out the requirements of the AIOU with regard to distance learning material. In addition to that, the AIOU also arranges to hold a meeting of different unit writers and explain to them the main considerations to be kept in view while writing materials.

3. *Orientation material.* AIOU also produces source materials for the orientation

of some of its personnel which they may occasionally refer to and use during their routine functioning. Tutors' guides prepared by the course co-ordinators need special mention in this context. In addition to the general guide for tutoring, the course co-ordinator also provides special instruction to facilitate the evaluation of students by a tutor and also to maintain uniformity of standard among different tutors who evaluate students' performances on a particular course.

4. *Briefing sessions.* Briefing sessions for tutors are also arranged wherein the course co-ordinator provides them necessary guidance in tutoring the students.
5. *Internship.* The AIOU also arranges for internship of new personnel by putting them with their senior counterparts working in the institution.
6. *Workshops/seminars.* In collaboration with some other agencies the AIOU also occasionally holds certain workshop/Seminars for the training of distance education personnel.
7. *Individual meetings with departmental heads.* These meetings provide the necessary guidlines to help trainees understand their function.
8. *Training abroad.* The AIOU, being designed on the United Kingdom Open University (UKOU) pattern, its staff is accasionally sent to the United Kingdom for training in distance education techniques and other allied aspects. Along with that the Unesco Regional Office, Bangkok and IIEP, Paris also help the AIOU in training their personnel.

Philippines

In the Philippines, distance education is practised at three levels: secondary, teacher education and non-formal education. The main objective at the secondary level is to bring back to the mainstream of formal education elementary school graduates who have no opportunity to go to the high school and the high school drop outs at the first year level.

The secondary programme is called the Distance Learning Delivery system and was launched on July 8, 1983, by the office of non-formal Education. The programme began with the 13 pilot centres in the 13 regions of the education network. The initial stage consisted of the production of materials, training of the tutors and conferences on the implementation. Nine modules have been written, tried out and finally produced in large quantities. Meetings have been held on small scale regional implementation but it is felt that there should be training by all those involved in the programme to ensure quality of the outcomes.

The teacher education sector of distance learning is being implemented by the Baguio Vacation Normal School, an in-service training institution run by the Ministry of Education, Culture and Sports. The programme, called Continuing Education of Teachers (CET) has been developed by the Educational Communication Office of the Educational Projects Implementation Task Force. Several subjects are covered by CET. They are a part of the graduate school curriculum which enables teachers in service to upgrade themselves through degree courses. The subjects include Current Educational Trends, Teaching English as a Second Language, Pilipino and the Teaching of Social Studies. The course in Pilipino was deemed very important because it supports the move toward using Pilipino in many of the school subjects. CET uses trimedia materials audio tapes, print media and forum sessions conducted by course facilitators. The facilitator is given freedom regarding the sequence that best fits the course.

At the non-formal level, the University of Life conducts programmes for adults and out-of-school youth on food production, energy conservation, and entrepreneurship. Distance education is done through modules developed by subject experts and module writers.

Distance Learning Delivery System – Training of curriculum writers. Workshops are held to acquaint the writers first, about the philosophy of distance education. This is followed by the development of guidelines for writing the materials. Usually they consist of rules to ensure that the materials produced are consistent with the curriculum of the formal system. This is important since there is a newly developed curriculum framework for secondary education. The training precedes actual writing and this is done by a group of subject matter experts from the university sector and from the curriculm development centres.

A very important aspect of the training involves evaluation. Evaluation comes in two forms: the formative evaluation built into the module itself and the evaluation at the end of the module. In the training programme the writers were made to write down test items based on their own table of specifications.

Training of managers and tutors. All training is preceded by a familiarization programme for the implementors, about the nature of distance education. Since the managers have to implement the programme in the field, the training deals with procedures like enrolment, collection of fees, storage and retrieval of materials, record keeping and accountability rules. The tutors on the other hand are trained in the more substantive aspects of the system like screening the applicants, how to tutor, evaluation techniques, use of supplementary materials, and how to interact with students with learning problems.

In most cases the training is done at the national level where the personnel are called to the central office for proper guidance.

At this level an evaluation system is built into implementation to insure quality of teaching. Thus, the National Research and Development Centre for Teacher Education was commissioned to undertake an evaluation of CET implementation. A small team of researchers and course facilitators were trained in various techniques used in evaluation. For CET it was necessary to find out the attitude change in the teachers using the system after a whole summer session of six weeks. The course facilitators were instructed to keep records of such important factors as time, comments and suggestions of the teachers and their observations. The researchers were trained to develop from opinions, a list of belief statements about the pros and cons of distance education. Teachers using CET were made to react to these statements in terms of an 'agree-disagree' 5-point scale. Results were studied and insights and generalizations were derived from them. The CET users were also asked to comment on the total system and were made to suggest measures for improvement.

Research results were used in the further training of personnel involved in CET. A research utilization workshop was conducted to discuss the results and make improvements on the system. The workshop was a combination of information, evaluation and training activity. The participants, coming from various levels of responsibility, were subject experts, curriculum writers, media production staff, course facilitators, evaluators, researchers, and school administrators. During the workshop the discussion on the research results yielded important outcomes and immediate action since all those involved in planning, implementation and evaluation came face to face to discuss problems. In fact a simulation was held so that everyone assumed the role of every other member. This was done through group work, each group consisting of one participant from each level. The group underwent all the processes of developing the materials from print media to audio tapes including a demonstration of a forum session with the course facilitator. All the workshop participants felt that they knew the roles and responsibilities of the other members and they found the exercise very informative and rewarding. They developed a thorough understanding of the roles of each team member.

At the Baguio Vacation Normal School, the facilitators were trained in two contexts: on the substance of what is taught and the mechanics of implementation. They were taught when and how to conduct forum sessions, concentrating on synthesizing concepts after a sequence of modules; to evaluate; to sustain interest; to minimize monotony or boredom; and to introduce adjunct or supplementary materials like field trips, resource persons, films, demonstrations and research work. This training content was derived from the research and evaluation exercise and users' comments and suggestions about CET. Training on the mechanics of implementation included record keeping, storing of materials, ensuring the safety of the tapes and collection of data. Since there is faculty turnover training occurs before the summer school opens.

Some generalizations derived from CET experience are:

1. Research and evaluation serve as the basis for improving materials, training content and method.
2. If those involved in distance education know fully the roles and responsibilties of every other member then there is a high probability of efficient implementation.

The Republic of Korea

The liberation in 1945 was the turning point of Korean education and since then the country has succeeded in virtually eliminating illiteracy. Education at the elementary level is compulsory and free with 96 per cent of primary school graduates advancing to junior high school.

There are three important distance education systems: educational broadcasting, and radio and correspondence courses at the college and senior high school level.

Radio broadcasting for elementary schools

Background. Radio school broadcasting started in 1951, however, its utilization for the purpose of teaching in elementary schools did not began until 1956. Before 1956, the radio school broadcast was more like educational news than for instructional purposes. It was administered by the Ministry of Education but broadcast through the national channel, the Korean Broadcasting System.

In 1972, with the establishment of the Korean Educational Development Institute (KEDI) to undertake educational reform in elementary and middle schools, a plan for the development of educational broadcasts was facilitated. The government establish a broadcasting system for education, including radio and television within KEDI and the radio broadcasts for elementary schools commenced in 1974.

Objectives. The major objectives of radio school broadcasts for elementary schools are as follows:

1. Individual students are provided with a greater variety of instructional materials which cannot be easily prepared by the classroom instructors;
2. Individual students are provided with more learning experiences by very well qualified instructors, otherwise it is hard to receive such well-organized instruction in some remote areas;
3. Individual students have more opportunities for self-directed learning by listening and taking notes from the instructional radio programmes;
4. Regional gaps in the quality of education and school differences can be decreased by the nationwide radio instruction; and
5. Classroom instructors can learn improved instructional skills from the radio instructors.

The strategies. The radio programmes are produced for all six grades of elementary school, with the programme content divided as follows:

1. Elementary school instructional and supplementary programmes which include six subjects and seven series of supplementary curriculumem 77 per cent;
2. General education which includes four series of programmes – 7.2 per cent;
3. Teachers' and parents' programmes – 12.3 per cent; and
4. Educational news – 3.6 per cent.

Programmes range from 15 to 30 minutes in length and are broadcast for three hours a day (10:00 to 12:00, 13:00 to 14:00). Approximately 3,000 programmes are produced and broadcast annually.

Implementation. The Ministry of Education is responsible for the general policies. The regional Board of Education is responsible for supervision and encouragement of radio programme utilization.

KEDI is responsible for producing radio programmes, programme guides, and teachers' guides. The programme guides and teachers' guides are sent to all elementary schools, which are located within the signal receiving zone. KEDI also conducts an annual seminar on radio school broadcasting with the members of the Ministry of Education, regional boards of education, school principals and teachers to discuss problems and find ways to improve the use of radio school broadcasts.

Performance and impact. Radio school broadcasting is utilized more in the rural and remote areas than in urban areas.[1] Some remote areas are heavily dependent on radio broadcasts. Reports from teachers indicate that radio instruction helps promote student ability in self-directed learning, classroom discussion, and listening and note-taking. In particular, radio programmes contribute much to creative writing and music instruction.

The way the radio programmes are used varies from school to school. Some schools use taped programmes; others use them as they are broadcast, while others use their amplifier system in order that one whole grade may listen to a programme at the same time.

Resources. The radio school broadcasting for elementary schools depends entirely on the government, i.e., the Ministry of Education, for financial support.

Evaluation. The radio programme evaluation depends on the monitoring system and field research. KEDI selects approximately 20 monitoring members from different regions. The members include the Ministry of Education staff, school teachers, writers, broadcasters and parents. The monitoring members must listen to the programmes and write their evaluation and send it to KEDI every week. The members meet once a month with KEDI planners and producers to discuss their evaluation. KEDI also conducts annual research on radio school broadcasts to find out: (a) the problems encountered in terms of its utilization; (b) the effectiveness of the programmes; and (c) ways of improving its production.

Problems and constraints. Research has identified the following problems:

1. Lack of qualified producers, script-writers, technical support staff and presenters;
2. Adjustment of radio time-table to instructional schedule;
3. Adjustment of instructional pace to radio programme pace;

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[1] For comparature advantages and disadvantages of various media, see exemplar material entitled "Writing Modules for Distance Learning", in Volume III.

4. Need for pre-and in-service training on radio broadcast instruction;
5. Teachers' and school administrators' negative attitude towards educational broadcasting; and
6. Lack of co-ordination among the various agencies concerned, the Ministry of Education (curriculum), the Ministry of Communication (frequency), and the Ministry of Culture and Information (broadcasting).

Major innovative features

1. Individual students are provided with a wider variety of instructional materials than can be easily prepared by the classroom instructors.
2. Regional gaps in the quality of education and school differences can be decreased by the nationwide radio instruction.
3. New methods of teaching are introduced by the radio school broadcasting.
4. Children in the remote areas are provided with quality education by the radio instruction.

Air and Correspondence College

The Air and Correspondence College was founded in 1972 and reorganized into a regular college in 1981. It offers eight courses, among which a five-year elementary education course is included.

In-service teachers who want to raise their quality and to receive more salary are admitted to third grade and prospective teachers who want to get the elementary school teacher certificate are admitted to first grade.

Air and Correspondence High School (ACHS)

ACHS was founded in 1974. The target group of ACHS is the youth population who cannot attend ordinary formal school because of their jobs and economic reasons. About 75 per cent of ACHS students have jobs and their economics status is low.

ACHS education heavily depends on self-learning and radio instruction. The students are given ACHS textbooks, a guidebook for radio instruction and monthly self-learning material.

Each air and correspondence High School is annexed to regular high school to make use of existing facilities and personnel at low cost. The students go to nearby schools every other Sunday and regular high school teachers instruct the students for extra payment.

Training programmes for personnel relating to distance education

A lot of personnel participate in distance education. Most of them were well trained in their formal education. Personnel relating to distance education are usually trained by workshops and seminars. Sometimes they are trained overseas.

In brief, though many able teachers and technicians are available, we need more systematic training which is most appropriate for distance education.

Sri Lanka

Sri Lanka has a high rate of literacy (86.1 per cent) and a rather well ordered system of education. The high rate of literacy has been the product of a compulsory system of education going up to grade X and a school structure of nearly 10,000 primary and secondary schools and 140,000 teachers of all grades. Yearly, students with more and more schooling and enhanced employment expectations are coming out of schools. Of this number, only 2 per cent enter the universities. Large numbers are seeking technical and vocational training. To meet this demand the Open University was started in 1980 and since then has undertaken a large number of courses with about 18,000 students at the tertiary level. These have mostly been in the fields of technical education and languages but there are also certain graduate and post-graduate programmes. A combination of printed material and week-end and vacation contact sessions using radio and TV feature in these courses. The duration of these Open University courses varies from 6 months to 3 years culminating in the awarding of certificates and degrees to successful candidates. There is provision for all (including repeaters) to follow courses while in employment and at their leisure. Lessons are oriented on the lines of the Open University of the United Kingdom.

In addition to the above Open University activities, certain measures have been taken by the Ministry of Education to introduce techniques of distance education since 1979 to supplement and overcome some of the existing weaknesses particularly in the areas of school administration and teacher training. There has always been the need to keep the school administrator abreast with the reforms taking place in the school system. For this purpose the Ministry has set up a staff college and has recently undertaken a distance education programme for training school and regional educational administrators and supervisors. This is built on delivery of printed lesson material and face to face contact sessions arranged at regular monthly intervals.

Of the 140,000 teachers engaged in the school system, around 35,000 are untrained. The number untrained include all grades of teachers, from GCE OL/AL qualified to university graduates. The large number of untrained teachers is really the result of a very heavy intake of 20,000 teachers in the last two or three years to provide for a system of equal educational opportunities to all children attending the 10,000 schools.

The Ministry of Education has therefore been confronted with the problem of expeditiously giving a professional preparation to this new category of teachers recruited to service. At present the teacher education branch of the Ministry of Education undertakes two year teacher education courses, while the Curriculum Development Centre of the Ministry carries out a series of short-term in-service courses. Since these short-term measures in many ways do not compensate for a fuller and basic preparation in teacher education; to meet the training needs of all the untrained the distance education technique has been adopted to immediately take in hand the professional preparation of the untrained teachers and to carry out the re-training programmes. The existing capacity of the teachers' colleges to train teachers in service is around 5,000 per year while the post-graduate preparation of teachers in the Universities is around 500 per year. The above training capacity in both the universities and teachers' colleges is regarded as adequate to meet the long-term needs. Of the total number of teachers there is an expected annual drop-out of about 2 per cent. Training capacity is so designed that it satisfactorily covers this added drop-out rate, but it cannot eliminate the backlog. Distance education has, therefore, been offered as an alternative structure to meet the specific requirements of OL/AL teacher recruits and thus to clear the backlog. Teacher education courses through distance education have five components viz:

1. Printed material including AV equipment;
2. Assignments for submission;
3. Contact lessons;
4. Local facilities; and
5. Practical training

Training of personnel for distance education

The personnel needed for the programmes have been identified and are partly being trained for specific functions. These include registration of students, production of courses, examination work, lay out, editing, printing, distribution, tutoring and evaluation of assignments. Three special handbooks in the form of manuals for course writers for lay-out for production and editing, for tutors and correspondence teachers and for administration have been prepared, printed and distributed to the respective personnel, in collaboration with distance education specialists from Liber Hermods of Malmo, SWEDEN obtained through the Swedish International Development Aid (SIDA). A series of workshops (six up to Aug, 1983) of 60 hours' duration each have been conducted for the purposes of training these personnel.

Special emphasis has been placed on training the course-writers. Briefly the process involved in the production of instructional material, is as follows: the manuscript for the module referred to above, is prepared by a body of experts consisting of subject specialists, professional teachers, educators and the media editors.

Special emphasis is also given to the format of the module, its layout and the print. Within the limited financial resources for the project the material has been prepared so as to provide for both internal and external motivation.

The manuals referred to above critically examine the role and the role expectations of the key personnel in the distance education processes in Sri Lanka and will provide training material for the further preparation of additional staff.

Courses of teacher education undertaken are as follows:

1. Elementary education;

2. Maths – science (secondary);
3. AL-courses home science/agriculture; and
4. Professional preparation for University graduates (Diploma in Education).

The number enrolled for the courses in 1983 is 2000. This number is annually to be expanded with further experience. A pilot distance education study for 250 teachers was carried out in 1982 in our educational regions before embarking on the above islandwide programme. The courses are planned to start in October 1983.

Costs:– The total cost of the distance education project for 5000 teachers is expected to cost US$1 million, the great part of which is made available from the funds of SIDA.

Programmes at a glance:

Various country reports reveal that different countries are offering different programmes using different media. Some countries like India, Indonesia, Pakistan (just for illustration) have an independent structure which offers an alternate channel. These countries also use distance education to supplement and complement formal education. A synoptic view of various programmes offered for various target groups using various media/media mix is given in Table 1.

Table 1

Distance Education used by participating countries.

		School Education		*Teacher Education*		*Functional*	*Parent*
S.N	*Countries*	*Primary*	*Secondary*	*Primary*	*Secondary*	*Education*	*Education*
1	India		A 1, 6 C 2, 3		C, 1, 2, 6	1, 2	
2	Indonesia	A 1	C 1, 2, 4	C 1, 2	C 1, 4		
3	Malaysia	C 1, 2, 3	C 1, 2, 3			2, 3	
4	Nepal	C 2		A 1, 2, 6			
5	Pakistan		A 1, 2, 3 4, 6	A 1, 2, 6,	A 1, 2, 6	1, 2, 3, 6	
6	Philippines		C 1, 6 A 1, [illegible]	A 1, 4, 6	A 1, 4, 6	1, 6	1, 6
7	Republic of Korea	C 2, 3	C 2, 3 A 1, 2, 4, 6	A 1, 2, 6			3
8	Sri Lanka			A 1, 2, 3	A 1, 2, 3	1, 2	

NOTE: **Media used:**

1 = print, 2 = radio, 3 - TV, 4 = audio tapes,
5 = video tapes, 6 = tutor (face to face teaching)

A = independent structure
C = Complementary system to formal system

Chapter Two

FORMS AND ASPECTS OF DISTANCE EDUCATION

1. Context

Education plays such an vital role in the social and economic development of developing countries that some look on it as an instrument for the restructuring of society and the establishment of national unity. For areas that were previously neglected, education serves to distribute opportunities equitably. Countries have to constantly adapt to rapid change and education serves to inculcate the right values and attitudes to meet the change. Some developing countries require more trained manpower to create the infrastructure that will enable them to make the best use of their plentiful resources. There is a heavy dependence on education to supply the manpower needs. It is because developing countries recognize the special role of education in achieving national objectives that they invest as much as 25 per cent, or more, of their national budget on education alone.

Education has to make great strides to achieve national objectives not only to catch up with the neglect of the past but also with the demands of the future. These demands become continually heavier because of the very high population growth rate of these countries. With population growth rates of more than 2.5 per cent there must be huge capital input just to meet basic infrastructure needs.

As education must play the role of achieving the economic and social development of a country it must not therefore take the form of just provision of physical structure but must also prepare people to be innovative and creative. This calls for the inculcation of values, not only in schools but also in the community at large. The community and the school must mutually reinforce one another. For a student, much as he is influenced by the community is much more influenced by his parents, and perhaps more by his mother than his father. Recognizing this the Government of the Philippines has been mounting a project called SLIMM[1] which is specially directed at helping the mother to help her child.

Efforts by the government to promote education are beset by problems of shortage of classrooms and shortage of teachers. Where there are enough teachers however, changing needs require that they be constantly upgraded to meet new challenges. One therefore talks not only of the quantity but also the quality of teachers.

Not all countries have very good communication systems and where each area is isolated from the other and where accessibility is difficult, mobilization of resources and personnel is not possible. When the government is committed to the provisions of educational opportunities to all, various forms of education must be thought of as a substitute for the formal education that cannot be given. There is therefore the need to meet the challenge of the difficulties of accessibility, of the demands for classrooms that cannot be provided, the upgrading of teacher ability to meet the changing professional needs, and the challenge to inculcate new values and attitudes, within the shortest time possible.

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[1] The Self-learning Integrated Module for Mothers to increase their capability in teaching their preschoolers.

2. Forms of distance education

One can generally observe distance education being offered for different target groups. First as a complemental model to formal education, second as an independent alternate model of education at various levels viz primary and secondary, third as a training model for teachers working at primary and secondary levels and fourth for the general public taking the form of functional courses intended to provide basic skills for better living.

Besides the above categories of target groups, distance education in some countries is also used for education of parents.

3. Parent education

Three of the most important factors interacting in the learning process are the school, the student and the home. In formal schooling one could almost feel these interactions together, with the teachers actively involved in educating the child in school, with the parents committed to seeing the child followed the routine and the discipline of the school and extending it to the home after school.

In the formal system, education obtained in schools is promoted by the teacher, by the peer group and the classroom situation involving the print media, the audio-visual aids and constant consultations between the student and the teacher. The school creates the learning environment and the rules and regulations of the school instills discipline to strengthen the learning process.

Under the formal schooling system the student is exposed to a form of regimentation so that he is rightly oriented to the needs of learning. He has to following certain disciplines, meet certain assignments and in the process must develop certain positive values. This is necessary as the child has to be prepared for society at large and must be able to play a meaningful role in society. He must have the right values, learn to follow and learn to lead.

To the casual onlooker the parents' role in the formal system appear more supportive than central but the parent who is more conscious of the role of education in shaping the future of his child, not only supports the system but also facilitates the learning process and looks upon the home as complementary to the formal school. He sees to the provision of additional books, provides time and facilities for homework, encourages his child to study, makes constant evaluation of performance and reference to the school and acts as if he is an arm of the school extended to the home.

Unfortunately what is described above is the ideal situation. It is far from being prevalent in developing countries, particularly in rural settings. This, however, is not a factor born by choice but it is indeed a factor of circumstances. It is not because parents do not want to care, it is because parents do not know how to care. They are the vestige of neglect couched in an environment of disadvantage, and stretched over a long period of time. Consequently they are not literate and are poor to the point of even being dependent on the meagre earning power of their little children. The situation is made worse by the facts that in such an environment families are big, they depend on very limited resources and survive by the day. Competition is unknown and the future is too uncertain to think of and is of little consequence.

It is in places like these where demands for survival are hard that nations try to give priority treatment but as national resources are too limited, facilities can only have a thin spread. Formal schooling cannot be provided to all and in its place distance education becomes an alternative.

As distance education does not have the norm of formal school it loses the conducive environment for learning and the active teacher-student relationship. The student peers could also be dropouts, the facilities could be makeshift and the learning discipline has to be self-imposed.

Since the formal school environment is not there and the student is heavily dependent on himself, his home and his parents become a very vital ingredients interacting on his learning process.

It is imperative therefore that distance education should be extended to parents so that they may play an equally effective role in providing conducive environments to encourage learning on the part of their children undergoing formal education.

Awareness. Quite often, because of ignorance and resultant apathy, parents are not aware of their children's education. To them schooling is a cycle in one's life and all must go through it in some form or another. Success sometimes becomes immaterial because they have seen no success to strive for. Distance education must therefore create an awareness that it is possible to do better and that one can make great strides in life and that poverty is a barrier to the betterment of one's future.

Distance education must strive to inculcate positive values. These would stress that society must advance to improve its lot and that it has a role in the development and the resources of the nation; that parents should feel proud of their own contributions and that they must look upon their children as a form of social and economic investment for their future. They must be made to develop an attitude of mind that if life for them is a series of hardships, education will improve the lot of their children. Education is an investment.

In deprived areas, one day is often like any other. Time just goes on. In a very competitive society where there is so much to do, there is always competition against time. Society in the deprived areas must be made to realize that time is important. They must be taught to manage their own time for themselves and for their own children: Distance education must teach them to allocate time to meet the needs of their children's education, to provide time for learning and for homework.

Big families offer distractions. But when there is dependence on labour to work in the fields it is difficult for people to readily accept family planning. However, it is possible to teach parents to allow only the minimum of distractions so that their children can study in peace and with concentration. It means that parents must be taught to cultivate a certain sense of discipline and be aware of the priority to be given to their children and their learning.

In a similar manner parents must be taught to be less dependent on their children attending to simple chores which they themselves can do, so that the children will have more time and energy to devote to their studies.

Teachers have long seen the advantage of getting parents to reinforce their children's learning and that a form of evaluation would be an interaction of teachers and parents on problems that may arise that need be solved. It is unfortunate that in feudal societies, bureaucratic principles are stiff and stern. As poor and illiterate parents find themselves at the lowest level of the social heirarchy, they withdraw into ignorance and submission. Distance education must aim at getting these parents out of their rut and make them feel they are co-operating partners and have a role to play in society. This should be strengthened by the establishment of community centres where involvement and interaction are encouraged with minimum imposition of social status or levels.

With better communication systems existing today, cultural values get spread faster and students by virtue of their age are more susceptible to these values. Unfortunately the negative values, because they are associated with fun and joy are readily accepted. The wrong peer group can help to strengthen these negative values. Distance education therefore must also aim at educating parents on the effects of these influences so that parents can give better guidance to their children in respect of choice of friends and adoption of new habits. It is a pity to see that while achievement is low, with wrong influences, wastage is much greater.

In essence therefore, in societies where the continued neglect has resulted in ignorance, poverty and even lethargy, distance education for parents must play the role of developing an awareness among parents so that they have the right orientation of values, are able to manage time beneficially, develop a competitive spirit, be a source of encouragement and inspiration to their children and be active participants in the community towards the promotion of social and economic advancement, not only of the community but of themselves as well.

4. Media used

Since the formal face-to-face institutional system by itself cannot make education accessible to all school-age learners and working adults, various countries have resorted to various modes and mixes of distance education. Some of these modes take the following forms.

The print media. Indonesia has an initial participation rate of about 90 per cent at the primary level but throughout the course of primary level it suffers a dropout rate of 40 per cent as parents become more and more dependent on their children to help them in the fields. Indonesia has a big population and so the dropout rate is also big in terms of numbers. The country cannot afford to let such a big number remain uneducated and so modules are developed to enable these children to study at home. India uses print medium in distance education both at primary and secondary level. The comprehensive access to primary education and the open school is through self-learning programmes. As an alternative it has been found almost as effective as the formal schooling. Pakistan provides higher education to a good portion of its out-of-school population through special institutions with centres for dissemination and distribution. They use the print media on a very large scale. Its success has been felt significantly. The Philippines uses print material for teacher training, secondary education and non-formal/adult education. Modules on energy conservation, food production and entrepreneurship have been developed.

Radio. The print media has to depend on proper distribution and dissemination facilities. Unfortunately not all places are accessible and so some countries overcome this difficulty by using the radio. Nepal is a good example. There the radio is used for the upgrading of teacher qualifications because previous training of teachers is considered inadequate to meet current development. Korea, though not having the same inaccessibility problems as Nepal, is also using radio to a great extent in the upgrading of the academic level of its teachers. Indonesia, apart from the modules, is also using the radio to supplement and complement the print media at the primary and secondary levels. Sri Lanka uses radio along with the print media as a means of teacher training. Pakistan and India are trying to reach their vast populations through using the radio as an alternative to the provision of formal education. In all these countries radio plays a dual role of not only transmitting 'live' lessons but also broadcasting pre-recorded tapes for the lessons. Tapes serve the purpose of not only providing the lessons but of allowing repeated revision.

Television. Many countries are making use of TV either as an aid or an alternative to formal education. Some countries also provide generators so that the TV can still be used in places where there is no electricity supply – such as in Malaysia. TV has an added advantage of being both visual and audio. Distance education through TV is widely used in Malaysia, Korea, India and Pakistan.

Study centres. In some cases there are few teachers to teach big numbers of out-of-school children who can only study occasionally. These children can be grouped at study centres where teaching is done on a mass basis. Study centres facilitate consultations with instructors as well as tutorial sessions. They can also take the form of revision centres where learning is through peer groups. In some of these centres only the printed media is available while in others there may be a combination of other resource materials as well, ranging from the print media, radio, audio cassettes, TV and even video tape-recorders. In addition, the normal apparatus such as flip charts and slides may also be available.

Part II. New designs and methods of training in distance education.

Chapter Three

DISTANCE EDUCATION PERSONNEL AND THEIR TRAINING NEEDS

1. General

In connection with deliberations on different aspects of distance education, certain issues have been identified in Chapter Two of this report. One of these issues is the training of personnel engaged in distance education in different countries of the world. The reason for the importance of this crucial issue is quite obvious. Distance education is an emerging system used as an alternative to or complementing or supplementing the formal system of education. It has had to draw its different personnel from the formal functionaries of the formal system. Since these people happen to have served the formal system for quite some time, they usually tend to stick to and follow the traditions and practices being adopted in that system of education, whereas their manifold roles in distance education demand a considerably different set of skills and techniques on their part. In addition to that, the large variety of the tasks and activities in providing education to the off-campus learners necessitates the recruitment of correspondingly suitable personnel and then making arrangements for their continuous training/orientation in the areas of their work in distance education.

This seminar has attempted to identify different broad categories of personnel, their respective tasks and their training needs. Since the different categories of distance education personnel working in different countries are not exactly the same and do not operate or interact in one and the same manner, only broad categories of personnel, their tasks and training needs have been spelled out accordingly.

Various personnel working in distance education are categorized under four heads as follows:

a) policy makers, planners, administrators and researchers;

b) personnel relating to the production of correspondence materials;

c) personnel relating to production of radio broadcasts; and

d) personnel relating to production of TV programmes

Information about task specifications and training needs are presented below in tabular for these categories of personnel.

2. Categories of personnel, task specifications and training needs

Tables 2, 3, 4 and 5 on the following pages outline categories of personnel, their tasks and training needs. Table 6 goes one step further and provides the same details for multi-media personnel.

Table 2. Tasks and training needs of policy makers, planners, administrators and researchers.

Personnel	*Tasks*	*Training needs*
1. Policy maker and planner	1. Within the framework of national priorities, needs and constraints etc. concieves, plans and guides in the execution of distance education programmes	1. Overview of distance education system, its strengths and weaknesses, its social need and economic viability 2. Knowledge of developmental plans in other sectors so as to relate education to the overall development of the country
2. Administrator	1. Overall manpower planning 2. Institutional management 3. Co-ordination and supervision of institutional programmes 4. Popularizing the distance education system 5. Some other specific tasks related to services in the field as under: a) Appoints tutors, allocates students to tutors b) Deals with students and tutors problems c) Responsible for efficient tutor functioning d) Arranges staff and eduips study centres 6. Schedules face to face sessions 7. Arranges other uses of study centres 8. Disseminates information to students 9. Supplies feedback to institutions 19. Collects marked assignments from tutors 11. Sends samples for monitoring 12. Conducts examinations, sends results to institutions 13. Regional publicity 14. Helps in admissions	1. Knowledge of Distance Education and its operation at grass-roots level 2. Knowledge of institutions, programmes and procedures 3. Knowledge of distance education institutions working within the country as well as abroad and communicate with them 4. Student and tutor problems. 5. Training in Management and supervision of supporting staff 6. Understanding of local conditions and problems 7. Skills in establishing rapport with community at grass roots level 8. Skills in human relationships
3. Researcher	1. Designs and carries out research in identified problems of distance education 2. Analyses and interprets data 3. Makes recommendations based on research findings 4. Compiles final report 5. Disseminates research	1. Understanding of distance education and its strengths and weaknesses and problem areas 2. Orientation towards various educational research designs 3. Sampling techniques with reference to distance education 4. Techniques of constructing instruments for data collection, analysis of data 5. Report writing 6. Dissemination skills

Table 3, Tasks and training needs of personnel relating to Production of correspondence materials

	Personnel	*Tasks*	*Training needs*
1.	Curriculum designer	1. Assesses distance learners needs 2. Situational analysis 3. Conceptualizes and designs appropriate need-based curriculum 4. Co-ordinates with others 5. Appreciates the role of media, face to face discussion and practical complements of the curriculum 6. Prepares course outlines 7. Suggests suitable learning experiences and activities 8. Helps in the preparation of 'learning outcomes' 9. Helps in evaluation of curriculum.	1. Overview of distance education system, its strengths and weaknesses etc. 2. Understanding of needs, resources, constraints etc. of distance education in general and those of the institution in particular 3. Knowledge of target groups and their problems 4. Knowledge of learning experiences and activities etc. 5. Knowledge of teaching strategies 6. Currriculum designing skills 7. Understanding the role of media in distance education 8. Evaluation of curriculum skills
2.	Writer/reviewer	1. Decides/adopts format 2. Organizes material 3. Develops detailed educational strategies 4. Writes correspondence lessons, usually in close collaboration with other members of course team 5. Supplies ideas/drafts for illustrations 6. Revises drafts 7. Works with reviewers, editors and illustrators until material is ready 8. Tests, and evaluates material 9. Revises/reviews galley proofs from printers 10. Prepares feedback questionnaries pretests and post-tests	1. Overview of the distance education system, its strengths and weaknesses etc. 2. Knowledge of writing/reviewing skills 3. Knowledge of target groups and their problems 4. Knowledge of learning process and teaching strategy 5. Knowledge of content 6. Locating resources/materials etc. 7. Knowledge of production of materials through course team 8. Testing and evaluation skills 9. Some knowledge of design editing and printing processes

Table 3 (Continued)

	Personnel		Tasks		Training needs
3.	Editor	1.	Face-editing: format, student-aids layout, print get-up	1.	Overview of distance education system, its strengths and weaknesses
		2.	In-depth text editing	2.	Knowledge of distance teaching techniques
		3.	Collaborates with authors to remove, content ambiguities and confusions	3.	Editing skills
		4.	Language editing	4.	Presentation, layout skills
		5.	Checks readability, logical flow, sequencing and presentation of material	5.	Marking-up Manuscipt for printing
		6.	Checks suitability of illustrations, graph making etc.	6.	Proof-reading skills
		7.	Proof-reading	7.	Knowledge of different media and their role in teaching
		8.	Relates printed text with other media of the system	8.	Knowledge of printing stages
		9.	Contacts printers to get the materials printed.		
4.	Course Coordinator	1.	Schedules and arranges course development, maintenance and renewal activities	1.	Orientation in philosophy of distance education
		2.	Briefs external writers	2.	Writing skills
		3.	Co-ordinates activities of course team	3.	Co-ordination skills
		4.	Facilitates services to ensure smooth course production	4.	Sound knowledge of subject content and methodology
		5.	Collaborates with course team members	5.	Course production procedures
		6.	Prepares student and tutor guides and other supplementary materials such as assignments, tests, marking guides etc. for mailing	6.	Scheduling, communication
		7.	Arranges review and testing of materials	7.	Management skills
		8.	Communicates with students and tutors from time to time	8.	Testing and evaluation
		9.	Monitors tutors marking of assignments		
		10.	Arranges workshops/practical components, if necessary		

Table 3 (Continued)

	Personnel		*Tasks*		*Training needs*
5.	Tutor/evaluator	1.	Corresponds with students	1.	Know about distance education and its various aspects and tutors role in it
		2.	Holds face to face sessions	2.	Role of evaluator in distance education
		3.	Gives prompt, accurate and constructive feedback to students on their progress	3.	Knowledge of the subject content
		4.	Marks assignments	4.	Knowledge of programmes, schedules, regional services, facilities
		5.	Sends in results	5.	Skills in communicating with students
		6.	Provides guidance and counselling to students	6.	Counselling skills
		7.	Provides feedback on students problems and procedural difficulties	7.	Human relationing

Table 4 Personnel in educational radio and their tasks and training needs.

	Personnel		*Tasks*		*Training needs*
1.	Script writer	1.	Writes scripts in different formats with certain criteria of radio programmes for educational purposes	1.	Knowledge about distance education and its various aspects
				2.	Theory and practice of radio script writing
				3.	Basic training in programme production
2.	Producer	1.	Helps assist and collaborate with the script writer in the development of the script	1.	Criteria of good radio programmes
				2.	Principles of script writing
		2.	Evaluates a radio script	3.	Radio recording instruments
		3.	Uses equipment for radio/audio recording	4.	Music and sound effects
		4.	Select 'suitable music and sound effects	5.	Radio casting
		5.	Selects suitable casts/presenters	6.	Radio production
		6.	Leads a recording team	7.	Programme editing
		7.	Edits radio programmes		
3.	Programme evaluator	1.	Evaluates the impact of the programmes	1.	Knowledge about distance education and its various aspects
		2.	Writes research reports	2.	Programme evaluation and audience research
				3.	Research report writing
4.	Utilizer	1.	Utilizes the programmes effectively	1.	Knowledge about distance education and its various aspects
				2.	Listening in groups
				3.	Listening individually
				4.	Pre-activities of listening
				5.	Post-activities of listening
				6.	Feedback mechanism

Table 5 **Personnel in educational television and their tasks and training needs.**

	Personnel	*Tasks*	*Training needs*
1.	Producer	1. Develops production-ready scripts 2. Selects proper techniques of presentation keeping in view the requirement of the original text 3. Selects proper compere and the talents for the programme 4. Guides the production staff such as set designers, cameraman, sound effects man, special effects man and the engineers	1. Knowledge about distance education and its various aspects 2. Theory and practice of TV production with special emphasis on the following: a) selection of proper sets b) camera movements (shooting process) c) appropriate formats and techniques in production d) programme editing
2.	Script-writer	1. Writes scripts based on curriculum to interpret, explain and elaborate certain portions in thet exts 2. Determines the right format for a script	1. Knowledge about distance education and its various aspects 2. Theory and practice of TV script-writing 3. Formats in TV script-writing 4. Basic knowledge about TV production
3.	Designer – graphics – illustrations – set designing	1. Develops visuals, sets, illustrations and other material keeping in view the requirements of the scripts 2. Understands and carrys out the instructions of the producer and provides him with sets and other visual material for production	1. Knowledge about distance education and its various aspects 2. Training in ETV set designing 3. Training in graphics 4. Training in developing visual materials for education
4.	Special effects man (visual)	1. Provides the producer with the required visual special effects to enhance the impact of the programme 2. Develops and conceives appropriate visual special effects for educational TV	1. Knowledge about distance education and its various aspects 2. Training in (visual) special effects

Table 5 (Continued)

	Personnel		*Tasks*		*Training needs*
5.	Sound effects man	1.	Provides the producer with the required sound effects	1.	Knowledge about distance education and its various aspects
				2.	Training in audio special effects
6.	Utilizer	1.	Utilizes the programme with skill to derive maximum benefit out of it	1.	Knowledge about distance education and its various aspects
				2.	Viewing programme in groups
				3.	Viewing programmes individually
				4.	Pre-programme activities
				5.	Post-programme activities
				6.	Feedback mechanism
7.	Programme evaluator	1.	Evaluates the programme	1.	Knowledge about distance education and its various aspects
		2.	Writes research report	2.	Programme evaluation and audience research
				3.	Research report-writing

Table 6: Multi-media personnel and their training needs

	Personnel		*Tasks*		*Training needs*
1.	Producer	1.	Collaborates with the script writer in developing script for non-broadcast media	1.	Knowledge about distance education and its various aspects
		2.	Combines, collects, selects and organizes men, machines and methods for the development of non-broadcast material, such as audio cassettes, video cassettes, flip charts, leaflets, slides, film strips, etc.	2.	Training in production and organization of non-broadcast material for education
2.	Script writer:	1.	Develops script for non-broadcast material keeping in view the requirements of distance education	1.	Training in writing for audio component in non-broadcast material
				2.	Knowledge about distance education system
3.	Photographer	1.	Takes photographs for stills and slides according to the instructions from the producer	1.	Training in framing and taking the photographs necessary for instruction
4.	Illustrator designer	1.	Provides illustrations, designs and diagrams for non-broadcast material	1.	Training in illustration/design suitable for enhancing the educational outcomes
		2.	Develops suitable packages for the deilvery of the material	2.	Training in packing non-broadcast and print material
				3.	Knowledge about distance education system.

3. Training areas

In the preceding sections, various categories of personnel were identified. Consequently, their task specifications and training needs were also spelled out.

Tables 7 to 10 give a synoptic view of various skills required by various personnel. These tables are helpful in delineating various skills which should constitute the content of the training programmes designed for that category of personnel.

Table 7. Personnel and required skills (planners etc.)

Personnel *Skills etc.*	*Policy maker and planner*	*Administrator*	*Researcher*
1. Knowledge of distance education system	✓	✓	✓
2. Planning strategy	✓	✓	
3. Executive skills	✓	✓	
4. Manpower Planning			
5. Institutional Management		✓	
6. Coordination and Supervision		✓	
7. Publicity skills		✓	
8. Field Services		✓	
9. Designing research in distance education			✓
10. Carrying out analysis of data			✓
11. Compilation of research report			✓
12. Dissemination of research findings			✓
13. Evaluation of Course.			✓

Table 8: Personnel and Required skills
(correspondence material production personnel)

	Personnel *Skills etc.*	*Curriculum designers*	*Writers and reviewers*	*Editors*	*Course Co-ordinators*	*Tutors evaluators*
1.	Overview of distance education	✓	✓	✓	✓	✓
2.	Assessment of learners needs	✓			✓	✓
3.	Designing need based curriculum	✓			✓	
4.	Appreciate the role of media etc.	✓		✓	✓	✓
5.	Prepares course outlines	✓	✓	✓	✓	
6.	Suggest suitable learning experiences	✓	✓	✓	✓	✓
7.	Preparation of of 'learning outcomes'	✓	✓	✓	✓	✓
8.	Helps in evaluating curriculam	✓	✓	✓	✓	✓
9.	Decides format		✓	✓		
10.	Knowledge of teaching/learning process	✓	✓	✓	✓	✓
11.	Collaboration with others	✓	✓	✓	✓	✓
12.	Knowledge of material production	✓	✓	✓	✓	
13.	Knowledge of editing	✓	✓	✓	✓	
14.	Proof-reading skills		✓	✓	✓	

Table 9: Personnel and skills required (educational radio)

Personnel *Skills etc.*	*Producer*	*Script writer*	*Sound effects man*	*Programme evaluator*
1. Knowledge of strengths and weaknesses of media	✓	✓		✓
2. Production techniques	✓	✓		
3. Script writing in various formats	✓	✓		
4. Special sound effects in educational radio	✓		✓	
5. Evaluation of the programmes (audience research)				✓

Table 10: Categories of Personnel and skills required (Educational television)

Personnel *Skills etc.*	*Producer*	*Script writer*	*Designer*	*Special effects man (visual)*	*Sound effects man*	*Programme evaluator*
1. (a) Proper use of media (b) Production techniques	✓	✓				✓
2. Script writing in various formats	✓	✓				✓
3. – Set designing – illustrations – graphics – visual objects			✓			
4. Development of visual effects (electronics)				✓		
5. Development of sound effects					✓	
6. Evaluation of programmes (audience research)						

4. Designing training programmes

In the preceding section, an attempt was made to identify training skills for various personnel. As there are many personnel needing different skills, it is well-nigh impossible to draw up specific training programmes for each category. However, training programmes can be envisaged at two levels: one to provide general information about distance education and the second to provide specific skill competencies for different jobs. The general course can be called the *'Foundations and skills'* course and the job-specifics courses, *'Options'*.

The foundation course may take between 25 to 35 hours and options between 50 to 60 hours. The foundation and options courses can also be designed at two levels, one for personnel working in distance education institutions and other for field workers (like teachers in Indonesia and field supervisors in Nepal).

Training of personnel for distance education

A suggestive outline for the foundation courses (for personnel working in distance education institutions) is given below:

General

(a) **Foundations:**

Items.	*Details for specification*	*Reference/training materials*
1. Concept and scope	What it includes? How does it differ from other forms/delivery systems.	Draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983)
	How is it differentiated from 'open learning'. As supplement or complement to enhancement or improvement over traditional system of education.	Draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983) and draft final report in three volume of APEID Study Group Meeting on Distance Learning Systems and Structures (Wellington, New Zealand 16-26 November 1982)
2. Beneficiaries categories	Target groups and issues.	
3. Media categories and combinations broadly divided into: a) correspondence approach. b) multi-media approach.	Listing of media with brief notes. Combination of the various media into systems with reference to the use of systems in the participating countries.	Relevant sections of the draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983) Identification of relevant problems in previous reports, as mentioned above
4. Structure, management, financing, local resource support.	Diagrammatic presentation, elaboration of country's system, and of two or three others.	Relevant parts of draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983) and draft final report in three volumes of APEID Distance Learning Systems and Structures (Wellington, New Zealand, 16-26 November 1982)
5. Introduction to various stages of programme development.		Draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983), and draft final report in three volume of APEID Study Group Meeting on Distance Learning Systems and
6. Stage of the art	i) Programmes and structures. ii) World-wide situation.	

Items:	*Details for specification*	*Reference/training materials*
		Structures (Wellington, New Zealand, 16-26 November 1982). Refer also to Learning at a Distance: A World Perspective, Edmonton: Athabasca University/ International Council for Correspondence Education, 1982
7. Research on distance education	What does research say about the effectiveness of distance education, learners psychology and needs.	—do—
8. Some immediate imperatives (What more needs to be done to improve this course in future, and for staff development.)	Some examples: a) development of a manual – b) Issue of a newsletter c) In-service courses d) Observations of work in progress at the centre/countries.	Each country may during pilot workshop, suggest some scheme for such developments.
9. Future possibilities	A consideration of new media likely to become available and their applicability in distance education.	Report of APEID Study Group Meeting on Applicability of Advanced Technologies to Educational Development (Penang, Malaysia, 20-24 September 1982).
10. Research methods	Surveying needs, evaluating outcomes.	Draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983) and other materials
11. Communication skills	With other workers in a particular unit; with workers in other units within the same institutions; with public, policy makers and administrators.	Materials identified by APEID Regional Seminar (Islamabad, 8-18 August 1982) – materials to be identified by the pilot national workshop

Options

Item:	*Scope*	*Materials*
1. Each category identified by the Seminar to constitute a separate category.	Job/attributes to be detailed for each training programme.	Draft final report of APEID Regional Seminar (Islamabad, 8-18 August 1983)

5. Potential for inter-country co-operation

In the above sections we have identified some categories of personnel, their specific tasks and their training needs. The main categories of personnel are:

Skills/competencies relating to:

1. Policy makers and planners 2. Administrators 3. Researchers	Planning and administration
4. Curriculum designers 5. Writers 6. Editors 7. Course co-ordinators 8. Tutors/evaluators	Print media
9. Script writers 10. Producers 11. Utilizers 12. Programme evaluators	Radio
13. Script writers 14. Producers 15. Designers 16. Special effects man (visual) 17. Sound effects main 18. Utilizers 19. Programme evaluator	Television

Table 11:21. Potential for Inter-country co-operation (areas in which countries have developed expertise and experiences which may be shared)

Country/Areas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
India					✓	✓		✓	✓	✓			✓	✓					
Indonesia	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Malaysia				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nepal	✓		✓		✓				✓										
Pakistan									✓	✓	✓		✓	✓	✓				✓
Philippines	✓	✓	✓	✓	✓	✓	✓	✓											
Republic of Korea	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sri Lanka	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓					

Table 12: Potential for inter-country co-operation
(areas in which countries are further developing expertise)

Country/Areas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
India	✓	✓	✓	✓			✓								✓	✓	✓	✓	✓
Indonesia					✓	✓	✓	✓											
Malaysia		✓			✓	✓	✓	✓											
Nepal			✓	✓			✓	✓	✓										
Pakistan												✓				✓	✓	✓	
Philippines									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Republic of Korea					✓	✓	✓												
Sri Lanka	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Chapter Four

RESEARCH AND EVALUATION
IN
RENEWAL SYSTEMS IN DISTANCE EDUCATION

1. Renewal system

Distance education is a departure from the traditional and conventional method where the student and teacher have maximum face to face interaction. In distance education they are not in regular and formal structures. Methods have been devised to control the quality of this loose and informal arrangement because the clientele are not captured in rigid classrooms hence there is no fixed feedback mechanism by which quality is checked. The teacher in the traditional classroom may immediately change a process or the topic of the lesson or improve her teaching style but not in the distance teaching situation.

Just like any innovation, distance education then needs a constant renewal; it must grow out of various experiences with a variety of clientele – out-of-school youth, adults, drop outs, working mothers, unemployed adults and the illiterates.

Why a renewal system? Why should there be a renewal system for distance education? Materials used in distance education undergo a writer try out-revise process, just like any curriculum material. It always happens that before the materials are fully developed there have been new developments or directions in education. This may be caused by changes in national policies new content or a new emphasis advanced by the Ministry of Education. It is therefore imperative that these directions be followed hence there should be a renewal process – some change in either materials or methods.

In non-formal settings the clientele may be varied – from elementary school leavers to the disabled. Materials developed may not fit their learning styles, or their motivations for learning. There may initially be many enrolees, but they may begin to drop out after a few lessons. At this point there is a need to examine and renew the process to fit the needs, the motivations and the styles of the target clientele.

Research has shown that the use of multi-media with a definite sequence causes monotony or boredom amongst the learners. Such finding should not be left to end in research reports. Something has to be done to make the learning method more interesting and minimize the monotony of the repeated sequence.

One of the nagging problems, even in using the conventional method, is the management of resources. Activities may be hampered by problems like identification of clients, assignment of tutors, storage and retrieval of modules and accreditation schemes. It may be possible that what has been planned originally may not fit varying situations in the field; then it would be necessary to look for better ways.

In teacher education, interaction with course facilitators whether in the formal settings or in study centres may involve high costs of salaries or honoraria. Research and evaluation of practices therefore may yield means of improving the system to make it more cost effective.

In many instances where reduced instructional time is utilized some supplementary devices or adjunct to instruction may be necessary. To identify these supplementary materials it is necessary to check the pace of learning and the quality of the outcomes at some points. After an evaluation, remediation or enrichment may be proposed.

Basic elements of a renewal system. The heart of a renewal system is research and evaluation. For the proper identification of weak points can be made only after careful research and evaluation of both the material and content. For instance, there are questions about lack of variety, lack of teacher's personal touch in distance education. Research can help in pointing out actions that can be made so that these deficiencies may be minimized.

Implementing a distance study programme therefore needs regular and continuous evaluation at several points:

a) in each module, tape or radio broadcast materials;

b) after a block of modules where several related concepts have to be learned, hence synthesized; and

c) after the student has finished the total course.

It may be possible that evaluation should occur at other points in addition to those given above. This may be determined as the programme is implemented, even on a small scale.

While paper and pencil tests are popular there have been other measures or research methods that may be used in a renewal system. The fact that many of the structures and methods in distance education are basically non-formal means that a variety of techniques other than tests, rating scales and check lists may be adopted.

Some research and evaluation techniques for a renewal system. The techniques described below may be selected by the implementor; a combination may be used depending upon appropriateness. The fact that the module cannot ask leading questions and re-inforce the learners other than those written in the script, it is therefore, necessary to devise some methods of identifying the weakness of the learning materials and methods. Some examples are:

a) *Face-to-face dialogue between the curriculum developers on the one hand and the tutors and the learners on the other.* The test of the material is on its use: the learners and their tutors are therefore good judges with regard to the validity and practicability of the materials.

b) *Judgement of a panel of experts.* A panel of experts may be asked to make suggestions regarding the technical soundness of the material.

The suggestions can be feedback to the writers who may provide modifications in the materials.

c) *Teaching simulation by the peer group.* Teachers using the material may try to simulate classes to find out whether the material is teachable well sequenced or readable to their students or a pilot class of even as small as six students would be a more reliable arrangement.

In distance education many of the problems are met in the process of implementation. Hence renewal systems should follow unique methods of research and evaluation. This may include:

a) *Face to face dialogue between the planners and the implementors.* It is a common saying that the planners are 'dreamers' and their plans may end in circulars or bulletins submitted to the authorities. One cause of this situation is that the implementors are not involved in the planning in any manner. The best way to check snags or delays or non-implementation may be in a face-to-face dialogue. The implementors who are practising schoolteacher at the field level may have been given the responsibility by their superiors without an idea of the plan. In the dialogue both content of the material and the administrative delays may be discussed and suggestions for renewing schedules, practices, change of roles, shifting of responsibilities may be discussed.

b) *Use of the advocate and the adversary.* Distance teaching may be considered by some people as a very radical departure from conventional methods hence may be looked upon with suspicion. A model may be adopted wherein one person, usually the proponent or the proposer, plays the role of the advocate and a doubting educator the adversary. In a meeting they may present the pros and the cons of distance education for the tutors and the implementors to listen to. By this method the implementors can become more familiar with the strengths and weaknesses of the system; they may propose changes and modifications. For instance, instead of the costly radio broadcasts they may opt for taped lessons instead. The discussions therefore can be widely ranging if many aspects of distance education may be questioned.

c) *Goal-free observation.* In this method a person may act as a participant observer. The method is applicable to a system that is implemented in a community where the impact is supposed to be felt. The evaluator who is an outsider casually comes to the community and asks members about changes that have been felt. He asks for general changes rather than minute details – for instance students' interest in school or perceptible changes in the lifestyle of people.

d) *Monitoring and follow-up.* The administrative problem of training goes with any innovation as in distance education. It is important that those trained should be monitored in order to determine whether their training has been useful to their job or not. Both the trainers and the trainees should be asked to evaluate the practicability of their training programme. More substantially they can be made to point out what aspect of the training has been useful or useless to their jobs.

Outcomes of a renewal system. Changes may follow knowledge of weaknesses, as identified by proper evaluation and research techniques. Materials may be revised. sequencing altered, trainers retrained, training programmes revised or the learning materials supplemented.

Besides changes in curriculum materials and administrative practices some creative insights may arise out of the efforts to remedy weaknesses. The creative idea usually springs from the strong motivation to search for new ways or methods. In the case of distance education, these ways are meant to provide quality education for the least cost.

In conclusion therefore a renewal system should consist of the following stages:

1. Building into the material and the total programme a research and evaluation component for the purpose of identifying points where improvement would be needed;

2. Using research and evaluation results in identifying gaps, weaknesses and strengths of the programme both in parts or as a whole; and

3. Instituting changes, reforms and improvement and on a higher plane creating better systems.

Since distance education is relatively new in many countries, through appropriate research and evaluation techniques, new ideas about cost reduction and quality education may emerge.

The previous discussion dealt on presentation of ideas or suggestions which may be followed by implementors. The ensuring section describes actual practices done along research and evaluation at the Allama Iqbal Open University.

2. Research and evaluation in distance learning.

Research is an important issue in all the programmes of education and training but it is a must for distance learning. The only easy method of feedback from the students is through continuous follow-up and research studies. There are different types of research studies which are being carried out at the Allama Iqbal Open University and would be of interest to people in similar situations.

General survey studies

The general surveys deal with some of the following areas:

a) Field survey to determine the potential number of students in a particular field and their specific needs;

b) Follow-up studies regarding quality of academic programmes including the presentation of the contents and text book etc.;

c) Evaluation studies of radio and TV audience amongst students to determine the value of media components;

d) Opinion surveys of general public regarding specific programmes of A.I.O.U.

Course evaluation studies. There are two types of course evaluation studies. One of these is the traditional pre-and-post-test study which aims at evaluating the effectiveness of the course content in a special subject. This study is carried out in the pilot phase of a course by the course co-ordinator or chairperson of the academic department either continuously at the time or remaking of the course. The second type of paper and pencil type studies is a course evaluation proforma which lists the particulars of the candidates as well as detailed evaluation of each component of the course e.g. content, illustrations, self-study questions, assignments, radio and television programmes, tutorial support and final examinations. These evaluation studies are administered every semester at the end of each course and scored with the help of the computer. This gives a comprehensive feedback to the academicians as well as administrators.

Evaluation of effectiveness of courses in terms of behavioural change. This is a new and innovative type of evaluation programme which has been started at Allama Iqbal Open University under the head Functional Education Project for Rural Areas (FEPRA). A compact area of fifty villages has been earmarked as the project area in which courses dealing with rural development programmes are written, media support produced, field tested and then launched under controlled situations.

The pre-course evaluation is not only of the knowledge and skills of the candidates before taking the course but the field staff actually assess the current practice of the areas in that special aspect. For example before launching the course on immunization of children, the actual data is collected on a number of innovations done annually in that area. Then the follow-up of the community is done after teaching the course on child care and immunization carried out in subsequent period. Similarly the course dealing with poultry farming or use of fertilizer or cropping pattern is followed up in the actual situation by the field research staff.

This is a rather expensive way of evaluating the courses but it is envisaged that it will enable the university to evaluate its programme on the following points, which is not possible through paper and pencil type evaluation:

1. The contribution of the University in actual behaviour modification of its students in their daily lives;
2. Evaluation of the suitability of University course materials at the grass-roots level. (It is generally believed that it is difficult to communicate with the rural population.)

3. Evaluation of the media component along with assessing the requirements of face-to-face components; and
4. Assessment of general acceptability or rejection of the new concepts and approaches being offered through University courses.

FEPRA is an experimental project which is still going on as a project but it may become a permanent feature of course evaluation not only for rural courses but also the general education programmes. Its value is being recognized as a micro-level field testing of the courses before launching it as a regular course.

Chapter Five

NATIONAL LEVEL PILOT TRAINING WORKSHOPS

Introduction

One of the objectives the of the APEID Seminar was to help participants in the preparation and design of the national training workshops on distance learning in their own countries. These are being planned to be held as a follow-up activity to this seminar.

A draft proposal for organizing country level workshops was initiated and as a result a tentative proforma for preparation of country-level workshop proposals, was developed. This proforma forms the Appendix to this Volume.

A tentative proforma helped develop proposals for designing national pilot training programme while the participants kept their own priorities and available expertise in view.

This section is a compilation of the above plans for organization of pilot training workshops. Except Indonesia, every country participant designed a single workshop and prepared a schedule, with indications of pre – and post – workshop activities. Indonesia, while following a similar format, has planned to hold two such workshops. Categories of personnel to be trained include a whole spectrum of distance education personnel, but the main effort is concentrated at the grass-roots level in the majority of countries. Teachers, unit writers, parents and local supervisors figure prominently.

Country proposals of suggested outlines for national pilot training workshops

India:

1. Context

Distance teaching seems to have become an acceptable alternative mode of teaching. In India there are more than 25 universities and four State Boards of Secondary Education which offer distance teaching at University and School levels. The SIE's (State Institutions of Education) or SCERT's* also organize distance teaching for pre-service training of primary school teachers.

The academic credibility of distance teaching, comes into low key because of two factors: (a) poor management; and (b) poor quality of distance teaching materials produced by them. Poor management can be seen in the late dispatch of materials, incomplete and irregular dispatches, and sometimes wrong dispatches. The poor quality of instructional material is reflected in printing mistakes, dullness of the material, disjointed content, variegated styles, and shabby design. If distance teaching is to secure a place of pride in the education system, it must improve its management and the quality of instructional materials.

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* State Councils of Education Research and Training, India

The heads of distance teaching institutions and their senior teachers are key persons who co-ordinate and manage the activities of the institution. They are also largely responsible for production of materials. An eighty hour experimental training programme will be planned and mounted in December 1983.

2. Programme title

The programme will be known as the National Level Workshop in Distance Education at School Level.

3. Organizational structure

a) The organization responsible for the training programme will be the Open School, (CBSE)* New Delhi;

b) Collaborative agencies are:

National Council of Education, Research and Training (NCERT) and the Ministry of Education, Government of India, Asian Centre of Educational Innovation for Development (ACEID), Unesco Regional Office for Education in Asia and the Pacific, Bangkok;

c) Mode of collaboration:

The Open School, the Ministry of Education/NCERT/ACEID may provide financial input, while the Open School, NCERT and ACEID will provide academic input; and

d) Organization for training programme will come from:

Programme Director
(From the Ministry of Education)

Programme Co-Director
(From the Open School)

Admn. Supportive Staff
(From the Open School).

4. Target groups

a) Directors of Distance Teaching Institutions of Rajasthan, Madhya Pradesh, Orissa, Delhi. Participants will be invited from Tamil Nadu, Punjab and Andra Pradesh (N = 10)

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[*] Central Board of Secondary Education, Delhi

b) Writers and Editors (N = 20)

5. Pre-programme activity schedule

Before organizing the programme the following activities will be concluded:–

a) Discussions with chairman CBSE, and J.S. (S) Ministry of Education, Government of India;

b) Preparation of a Background Paper;

c) Correspondence with ACEID and NCERT for securing resource persons;

d) Correspondence with distance teaching institutions;

e) Correspondence with participants and resource persons; and

f) Developing an evaluation tool to evaluate workshop by the participants.

6. Workshop objectives and expected training outcomes

a) *For heads of distance education institutions*

- i) To discuss the concept and various subsystems of distance education;
- ii) To review various structures of distance education existent in the country and to share experiences; and
- iii) To understand various steps used in developing training materials in distance education.

b) *For writers and editors*

i) After the course the participants will be able to:
State principles of writing instructional materials/radio scripts;

ii) Write steps involved in each;

iii) State characteristics of distance teaching;

iv) Explain the following concepts:–

- Self-learning material,
- Pre-requisite entry behaviour,
- Terminal behaviour,
- Instructional objectives,
- Content analysis,
- Flow chart,
- Visuals,
- In-text questions,
- Preview, review,
- Terminal test,

- Layout,
- Tryout,
- Radio script,
- Script formats,
- Editing;

v) Apply principles of content analysis in writing instructional materials;

vi) State strengths and weaknesses of printed instructional material and radio broadcasts; and

iiv) With conceptual background as above, participants will be able to develop a manual for writers/editors.

7. Trainers/resource persons

Resource persons will be drawn from the Open School, NCERT, and other institutions which have distance education.

8. Training strategies/techniques

a) First four days (25 hours) will be devoted to discussion/orientation relating to distance education.

b) Next eight days (50 hours) will be devoted to skills relevant to writers and editors and to the development of a draft manual for editors and writers.

c) Training Programme will have discussion sessions, lectures and practical sessions.

9. Training material

The following material developed by the Open School will be used:
Editing distance education material,
Writing for distance teaching,

Exemplar material of the 3rd volume of this report;

10. Training agenda/programme details

Venue – New Delhi
Duration – 12 days (75 hours) in December 1983

Programme Details:–

1st to 4th day

Concept, subsystems, state of art, existing, structures, management, media considerations, future possibilities and measures to promote community involvement,

5th to 12th day

These days will be devoted to discussion on principles, processes and techniques of writing and editing distance education materials.
Side by side participants will develop a draft manual for editors and writers.

11. Evaluation by participants

An evaluation tool will be developed which will be given to the participants to evaluate the effectiveness of the workshop and also to suggest measures for future improvement.

12. Proposal for followup

It is proposed that the draft manual prepared in the workshop will be finalized in another meeting and then will be made available to participating institutions for use.

13. Expected impact

It is expected that the participating institutions will use these manuals for training their writers and editors to improve the quality of instructional materials. The impact will be assessed after about six months.

14. Dissemination of training workshop experiences

A report will be prepared on the training workshop. It will have the following sections:

a) Introduction/Context,

b) Participants,

c) Objectives,

d) Daily schedule,

e) Working paper,

f) Draft of the training manuals.

15. Estimates of expenditure

It is estimated that Rs. 50,000 will be required for the workshop. The items of expenditure will be relating to TA and DA to participants and resource persons, secretarial assistance, stationery, and miscellaneous including tea/coffee/working lunch. Part of this expenditure will be met out of Unesco funds.

Indonesia

1. Context

The management of PAMONG* at dissemination stage–national level – will be done by the Directorate General of Primary and Secondary Education (DGPS), as part of its overall management of the primary school systems in Indonesia.

At the developmental side, the management of PAMONG research and development operation will be done by the PAMONG R&D Office of the University of Surakarta, which is supported by the Office of Educational and Cultural Research and Development (BP3K) and the Directorate General of Higher Education (DGHE). The PAMONG Research and development R&D Office will assist DGPS in terms of (a) planning; (b) technical support associated with the preparation and improvement of learning materials; (c) monitoring; and (d) evaluation.

2. Personnel to be trained

In order to start operating PAMONG at national level, the priority for training will be given to PAMONG field personnel. This will comprise; (a) Head of Country Office of Education and Culture; (b) Head of District Office of Education and Culture; (c) District School Supervisors (Round-I). The District School Supervisors are expected to train: (d) School Principals and Teachers in their respective areas under the supervision of the Head of District and Head of Country Offices of Education and Culture (Round-II).

In Round-I of the first stage, 12 Heads of Country Offices, 36 Heads of District Offices, and 36 District Supervisors will be trained. In Round-I of the second stage, 15 Heads of Country Offices, 45 Heads of District Offices, and 45 District Supervisors will be trained. (To be noted, Indonesia comprises 27 provinces. In this plan, PAMONG Schools will be operating on one county per province.)

In Round–II, each of the 81 District Supervisors will train 10 School Principals and 30 Teachers. Since the Round-II training workshop will be organized by Heads of County Offices of Education and Culture at county level, the planning *will not be included* in the present National Pilot Training Programme.

3. Objectives

The objectives of the training workshop are (a) to make the (Round-I) trainees understand the whole spectrum of tasks in the PAMONG management and operation, and know how to execute them; and (b) to make the trainees (most particularly District Supervisors) able to train school principals and teachers. The physical output of the training is a training programme at district level to be prepared by District Supervisors. For preparing the programme, the District Supervisors will be guided by the Head of District Office and County Office of Education and Culture. The training programme should be executed as a follow-up action at the post-national workshop period.

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* Pendidikan Anak Oleh Masyarakat Orangtua Dan Guru, or Instructional Management by parents, community and teacher

4. Trainers

The trainers are PAMONG R&D staff under the supervision of BP3K and DGPS. The trainers are:—

a) 3 PAMONG system specialists, who will be in charge of conveying PAMONG concepts;

b) 4 PAMONG teaching-learning specialists, who will be in charge of conveying PAMONG teaching-learning processes and administration;

c) 4 PAMONG learning materials specialists, who will be in charge of conveying PAMONG self-instructional materials and module administration;

d) 4 PAMONG community participation specialists, who will be in charge of conveying methods for mobilizing community involvement;

e) 2 PAMONG supervision specialists, who will be in charge of conveying PAMONG supervision methods;

f) 2 General supervision specialists, who will be in charge of conveying (conventional) school supervision and obligatory education supervision; and

g) 2 educational planning specialists, who will be in charge of conveying educational planning methods (most particularly to the Heads of County and District Offices of Education and Culture).

5. Training strategy

The questions, to be considered are: (i) how to make the trainers understand what they are being trained in; (ii) to ensure they develop a positive attitude towards what they are being trained in; (iii) appreciate the *need* to do what they are being trained in; (iv) have the feeling they are able to do what they are trained for. If these criteria are satisfied, they will apply in their respective sphere of duty what they have been trained in.

The question should be approached from the following directions: (a) training substance; and (b) training techniques.

a) *Substance*

The selection of PAMONG materials should be done in such a way as to avoid exclusivism. PAMONG materials should not give an impression to the trainees that PAMONG is something alien, or something far different from the conventional system. This is to avoid rejection to PAMONG innovation. The structure and the presentation of the materials should be simple and digestable for the practitioners.

b) Techniques

The techniques of training should follow sequential steps of: (i) lecturing; (ii) discussion; (iii) simulation; (iv) field practice; (v) grand try-out; and (vi) actual implementation. Steps (i), (ii) and (iii) will be done at the training place; step (iv), (v) and (vi) will be done in the field – the actual work-setting of the trainees. The implementation of training of steps (iv), (v) and (vi) will be in the form of supervision of the work of District Supervisors by the Heads of District and County Office of Education and Culture. The work to be supervised includes the implementation of training plan prepared by District Supervisors in the national training workshop, and its follow-up (supervision) activities at district level. The idea behind the strategy is that if the training substances are prepared and presented in a proper manner and if a supervision mechanism can be built up accompanying the field practice stage of the training, it would be expected that the trainees would be able to do and apply what has been taught in the training session.

6. Training materials

The training materials for the Round-I training will consist of the following:–

a) *The Concept of PAMONG.* This includes; (i) national issues to be answered by PAMONG system; (ii) conceptional basis of the PAMONG system; (iii) operational basis of the PAMONG system; (iv) objectives of PAMONG development; (v) PAMONG teaching-learning activities; (vi) PAMONG administration activities; (vii) community participation activities; and (viii) the variant models of PAMONG.

b) *PAMONG teaching-learning processes.* This includes: (i) individual, group, and classical teaching-learning processes; (ii) test-taking, and (iii) remediation.

c) *PAMONG learning materials.* This includes; (i) learning materials preparation, production, and distribution; and (ii) learning materials circulation and their administration.

d) *Community participation.* This includes: (i) techniques for identifying and persuading clientele to go, (and in the case of school drop outs to go back), to school, (ii) techniques for mobilizing community resources to assist in the operation of PAMONG; and (iii) techniques for involving community leaders to help retain PAMONG students in the programme until they finish.

e) *Supervision.* This includes: (i) methods of supervision; and (ii) supervision instruments.

f) *General supervision.* This also includes: (i) supervision methods; and (b) supervision instruments.

g) *Educational planning.* This includes: (i) techniques for identifying places where PAMONG is needed; (ii) techniques for designating primary school as PAMONG 'mother school'; (iii) techniques for identifying learning posts where primary school drop-outs learn in the PAMONG system; and (iv) techniques for determining the number and kinds of PAMONG learning materials.

These training materials will be divided into Foundation and Optional Courses.

For Round-I training, the Foundation courses consist of materials (a), (b), (c), and (d). The Optional Courses for District Supervisors are materials number (e) and (f); for Heads of District Offices and Heads of County Offices are materials number (e), (f) and (g).

7. Training organization

The entire training programme will be organized by the PAMONG R&D Office of the University Surakat. Technically and financially the training programme will be supported by the DGPS. The Educational and Cultural R&D Office of the Ministry of Education and Culture; and the DGHE. Financial assistance and technical consultancy are also expected from Unesco.

8. Training agenda

Round-I training will be done in January 1984. The pretraining workshop will be done in December, 1983. The first stage of Round-I training will be done in the first half of the month, while the second stage will be done in the second half of the month. Round-II training (organized by Heads of County Offices of Education and Culture) will be done in February, March, and April, 1984. To be noted: the new academic year will start in July. The Round-I training will be as follows:—

a) *Venue*
PAMONG R&D Office, University of Surakarta.

b) *Duration*
   a. Stage-1: 64 hours (in first half of Jan., 1984)
   b. Stage-2: 64 hours (in sec. half of Jan., 1984)

c) *Agenda*
   1. Lecture
      a. Foundation courses: 3 hours
      b. Optional courses: 5 hours

   2. Discussion
      a. Foundation courses: 6 hours
      b. Optional courses: 10 hours

   3. Simulation
      a. Foundation courses: 3 hours
      b. Optional courses: 5 hours

4. Field Practical (around Surakarta)
   16 hours

5. Plan for follow-up: 16 hours.

9. Preparatory workshop

The preparatory workshop will be of two stages. Stage 1 is for reviewing the available training materials. This will involve 21 PAMONG R.&D Office personnel who will be trainers. Stage 1 will take place in the first three weeks of December (21 days).

Stage 2 is for planning the actual national pilot training workshop. Twenty-one PAMONG R & D personnel, 15 policy members from BP3K and the DGPS, and University of Surakarta will be participating in the Stage 2 workshop, which will be done in Jakarta at the end of December 1983 (3 days). The output of the Stage 2 workshop is an operational plan of the National Pilot Training Workshop.

The output of Stage 1 is training materials and training manuals.

10. Plan for follow-up

For the Round-I Trainees, the plan for the follow-up will take the form of Round-II training programme to be conducted by District Offices of Education and Culture, in February, March, and April, 1984.

The proforma of the training programme will be the same as the present proforma.

Indonesia:

1. Context

The number of children who want to attend the junior high school has increased so much that Indonesia needs a lot of new junior high schools. New junior high school buildings have been constructed but there is still a shortage of qualified teachers to teach in the new schools. There are also children who do not have the privilege of going to a junior high school because of geographical and socio – economic factors.

To overcome this problem five open junior high schools have been established in five provinces as a pilot project. After five years in operation the project has been evaluated as successful because final examination results have been the same as the final examination results of the regular junior high schools. The total cost of running an open junior high school is 60 per cent of the total cost of a regular junior high school. This is acceptable because society accepts the existence of the open junior high school. The enrolment increases each year and the students who have finished the open junior high school can further their study in the senior high school following the same procedure as the regular junior high school students.

The open junior high school has proved that it can:

a) Make effective and efficient use of the learning resources in society to achieve the instructional goals;

b) Overcome geographical and socio-economic problems;

c) Overcome shortage of classrooms and teachers;

d) Develop individualized learning; and

e) Show the society that learning is not always done in a school building but everywhere.

To operate an open junior high school there should be enough trained people in the centre to plan, to develop the curriculum, to produce the materials in self-instructional modules and other media, to do the evaluation and to manage the system, the teachers, the tutors and the administrative personnel.

To open more junior high schools, special training for the prospective teachers and the tutors will be needed.

The personnel of the centre have been well trained so that there is no need for them to be trained further. There are enough trainers to train the executive personnel in several junior high schools where an open junior high school is needed, because they have the experience already in running open junior high schools in five places. The headmasters of the five pilot junior high schools, the teachers, and the tutors may be appointed as resource persons during the training.

This training can be linked with other training relevant to distance learning and teaching (primary and tertiary open education), as they have common components for their systems.

2. Programme title

This training will be known as 'Training of the executive personnel of the open junior high schools.'

3. Organizational structure

a) *Organization responsible for the training programme.* The planning and development of the system of the open junior high school during the pilot project was done by the Centre for Educational and Cultural Communications and Technology. This centre, therefore, has a wide experience in training personnel both in the development and production and as well as in the utilization end. That is why the most suitable organization responsible for the training programme should be the Centre for Educational and Cultural Communications and Technology (Pusat Teknologi Komunikasi Pendidikan dan Kebudayaan = Pusat TKPK), Department of Education and Culture of Indonesia.

b) *Collaborative agencies.* The training will involve several agencies with different roles and functions.

i) Pusat TKPK will be responsible for the whole training activities and has the manpower (experts in distance education) and experience.

ii) As there are many lectures and Professors who become trainers, developers, and evaluators, the Directorate General of Higher Education is involved in this training.

iii) The junior high school is under the Directorate General of Basic and Secondary Education which means that the curriculum, the organization, the management, and everything dealing with the junior high school is under the responsibility of the Directorate General of Basic and Secondary Education. This includes the Provincial Office of the Department of Education and Culture where the dissemination will take place.

iv) The open junior high schools need the support and participation of provincial local governments in the existence of the open junior high schools in their regions.

v) APEID/Unesco has the role as training consultant and sponsor of the training.

c) *Organization of the training programme*

i) Programme Director who is responsible for all the training activities;

ii) Secretary who is responsible for all the administrative work and the supply of the support writing materials for the training;

iii) Officer of Academic Affairs, who is responsible for the training materials and the trainers;

iv) Treasurer, who is responsible for the training budget;

v) Officer of Accommodation, who is responsible for the accommodation of the trainees. the trainers and consultants and the transport during the training; and

vi) Consultants, who will give suggestions advice and suggestions.

4. Pro-training programme activities schedule

a) Six months before the training there should be some research arranged by Pusat TKPK on the areas where the open junior high school system will be disseminated: (i) the number of children eligible to enrol in the open junior high school; (ii) the availability of regular high schools to be the base schools of the open school; (iii) the availability of tutors; (iv) the possibility of transportation to send instructional materials; and (v) support from the local government/society.

b) Three months before the training there should be confirmation of the training activities with the collaborative agencies as mentioned in number 3 (b). Within this time the organization of the training programme and the personnel of the committee should be set up.

c) One month before the training, the place, time, and agenda should be fixed and materials should be prepared. Within this month invitations should be sent to the trainees, trainers, and other people involved.

d) There will be 15 training materials reviewed by a group consisting of (i) subject natter specialists; (ii) educational technologists; (iii) curriculum developers; (iv) producers; and (v) resource persons. The review will take place for about 12 days. There will be about 20 reviewers and the outcome will be manuals for training.

e) Planning for the workshop will be done by the staff of Pusat TEPK with the staff of the Directorate General of Basic and Secondary Education, and the staff of the Directorate General of Higher Education at the end of December 1983 (3 days). The output will be the operational plan of the National Pilot Training Workshop.

5. Target groups/personnel to be trained

The target groups or personnel to be trained are the personnel of the regular junior high schools that will become the base schools of the open junior high school. This will also involve the supervisors of these schools. They are all of the second level or the executive level which use the open junior high school system. For the first step there will be five regular junior high schools trained, consisting of: 5 supervisors, 10 headmasters and deputies, 50 subject matter teachers, and 50 tutors (each open junior high school has 10 tutors for 10 study centres).

Each open junior high school will have its own supervisor but the management will be the responsibility of the headmasters and their deputies. The teachers will be responsible for face-to-face activities in the base schools including assessment of the learning achievement of the students. The tutors will be responsible for the learning activities in each study centre, including the learning facilities of the students, by arranging the distribution of the modules, the use of other media such as audio cassettes, slide programmes and radio programmes, and the co-ordination of the study groups.

6. Training objectives and expected training outcomes

a) The supervisors will have the knowledge of the open junior high school system and will be able to carry out the supervision system in the open junior high school.

b) The headmasters and deputies will have the knowledge of the open junior high school system and will be able to manage the whole operation of the open system.

c) The teachers will have the knowledge of the open junior high school system and will be able to carry out face-to-face learning activities with the students including the assesment.

d) The tutors will have the knowledge of the open junior high school system and will be able to carry out the jobs as tutors in the study centres.

7. Trainers

The trainers will be taken from Pusat TKPK, the Directorate General of Basic Secondary Education, and lecturers from universities and institutes that have become trainers during the pilot activities. The headmasters, teachers, and tutors (selected) of the pilot open junior high schools become resource persons.

8. Training strategies and techniques

The training strategies will be lectures, discussions, group-work, observation, simulation, and field practice.

9. Training materials

The training materials will be those that become the foundation of distance education and the activities carried cut in the field, comprising:

a) Educational problems in Indonesia

b) The junior high school system in Indonesia

c) Distance teaching and learning

d) Concepts of educational technology

e) Mastery learning

f) Learning activities with modules

g) Learning activities with other media (radio, audio cassettes, audio slides).

h) The evaluation system

i) The base school in the open junior high school system

j) The role of the teachers of the base school in the open junior high school system

k) The role of tutors in the open junior high school system.

l) The students and the study centres;

m) The experiences of the existing open junior high school in 5 areas.

10. Training agenda

a) Venue: The place should be in the city which is near an existing open junior high school (Tegal of Cirebon).

b) Duration: The training will last for 12 days (8 hours a day) including:

Lectures:	16	hours
Discussion:	16	hours
Simulation:	16	hours
Observation	24	hours
Field practice:	24	hours
Total:	96	hours

11. Evaluation

The evaluation of the training consists of:

a) Using a certain format/instrument the participants will evaluate the training to see if it meets the needs or not; and

b) Evaluation by the trainers/evaluation team to know whether the training achieves the objectives or not.

12. Expected impact

When the open junior high school system is disseminated, the trained personnel will be able to do their jobs in accordance with what they have achieved in the training.

This will be assessed in the preparation and execution of the open junior high school system in certain base schools and will include the management, the study centres, the teachers and the tutors.

13. Plan for follow-up

The follow-up is the operation of the open junior high school system in the base schools of which the headmasters, the teachers, and the tutors have been trained.

14. Dissemination of training – programme experiences

The dissemination will be done when other areas will run open junior high schools following the same procedures as mentioned above in items 1 to 13.

Malaysia:

1. Context

Teachers in Sabah were recruited with only primary school qualification, and as secondary level education is now universal, there is a need for more teachers.

To solve this problem teachers have been sent from Peninsular Malaysia. But this pattern cannot continue and therefore a special programme has to be mounted to upgrade the level of academic qualification of teachers. Distance education becomes a suggested means. It is planned that print media will be used extensively and this will be strongly supported by radio and audio cassettes which have to be prepared by the Education Media service (EMS) Sabah. Where possible TV and VCR will also be used.

2. Programme title

The programme will be known as: 'Upgrading teachers' academic qualifications'.

3. Organizational structure

a) Director of Education, Sabah

b) Programme director

c) Organizers:

  (i) Programme
  (ii) Curriculum
  (iii) Centre
  (iv) Financial secretary

d) Instructors

e) Producers (radio, TV, print)

f) Lesson writers

g) Tutors

h) Centre organizers

4. Objective

a) To enhance the academic qualification of teachers through distance learning;

b) To stimulate active participation by students at centres; and

c) To be innovative and creative so that lessons are exciting and stimulating in the context that teachers are not visible.

5. Trainers

Curriculum specialists to advise on production.

Media specialists at production, and practising teachers.

6. Training strategy

Workshops, radio, TV, printed materials *in situ.*

7. Training materials

Charts, slides, projectors, lectures, appraisals exemplar materials from Vol. II of this report

8. Training agenda:

Venue – Kuala Lumpur; Kota Kinabalu (Sabah)

Duration – about 100 hours

Agenda – administration organization of programmes

- preparation of lesson notes via print material, radio, TV and tapes
- production of programmes
- dissemination of programmes
- organization of programmes during vacations and conduct of tutorials
- arrangements for examinations

9. Evaluation by the participants.

Questionnaires

10. Expected impact

It is expected that there will be more teachers with higher academic qualifications to fill requirements at both primary and secondary levels.

Nepal:

1. Context

The introduction of distance learning from the Institute of Education of Nepal in 1975 through correspondence course mainly emphasized teacher education in terms of improving the academic qualifications of teachers. It should be born in mind that the regular campus based training would never have been able to train all the untrained teachers teaching in the remote and rural districts of Nepal. Within this programme's second full year phase another innovative project called Radio Education Teacher Training Programme was introduced as a joint venture between the Ministry of Education and the Southern Illinois University.

The country has four years' experience in training the untrained primary teachers for grades I-III. Under this programme materials for in-service teachers teaching grades IV and V are being developed. Also within the scope of the programme is the training of lower secondary; teachers for grades VI and VII. Before we concentrate on the methodologies of teaching, it is necessary to with another problem, the teachers themselves have inadequate knowlege of the content area.

In the context of this, the project has a plan to impart content material to such teachers and so upgrade and update the basic knowledge and skills of our teachers.

In order to place more emphasis on the content aspects of such teachers, Nepal will concentrate on conducting this national level pilot seminar specially for those personnel who will be directly responsible for creating and developing appropriate sample radio scripts.

2. Title

The title of the Seminar will be:
'National pilot seminar on designing distance learning materials'.

3. Objectives

a) To explain the concept of distance learning education, principles of writing various formats of scripts and instructional materials;

b) To assess the needs of distance learning in Nepal;

c) To spell out the various activities of distance learning, i.e. framing curricula, developing instructional materials, scripts and pre-and post-tests, content analysis, and finalizing materials and radio broadcasts; and

i) To organize field activities in distance learning. After the completion of the seminar the partiqipants will be able to:

ii) prepare on their own initiative the appropriate self instructional materials and scripts for the intended target group;

iii) organize field activities, i.e. organization, contact session, individual help and delivery of materials in time and their evaluation; and

iv) produce and present broadcasts.

The personnel to be trained will be subject specialists from educational directorates and selected supervisors from different District Education Offices and radio education materials producers.

Specific number of personnel to be trained:

Material developers for nepali language	3
,, ,, English ,,	3
,, ,, mathematics	3
,, ,, social studies	3
,, ,, science	3
,, ,, health & physical education	3
,, ,, rural development	3
Radio material producers —	2
(Field supervisors and evaluators) (5+2)	7
Total =	30

4. Responsibilities of trainees

After the workshop the responsibilities of material developers are expected to be: designing curriculum for distance learning; developing self instructional materials for target groups, i.e. teachers enrolled in the distance learning programme, and developing radio scripts and broadcasting by radio.

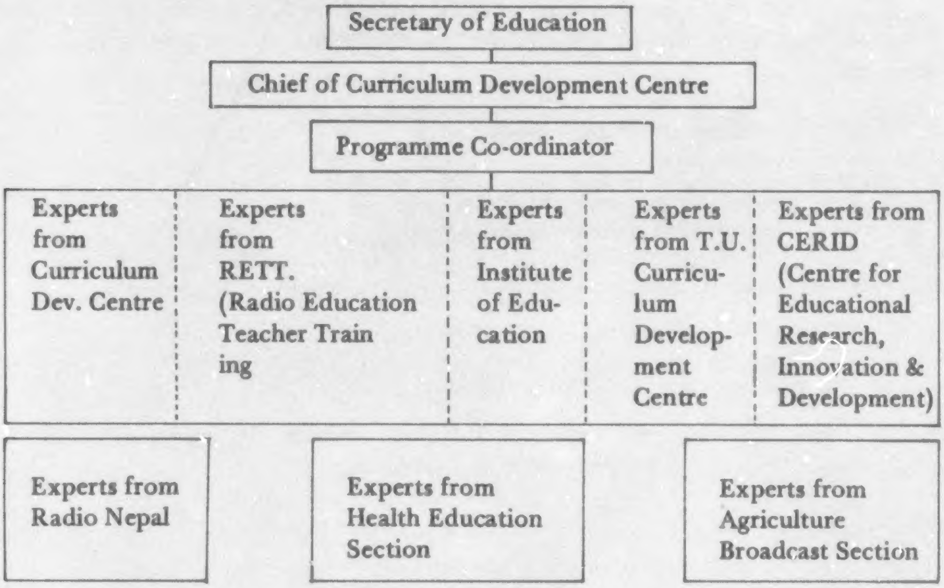
The producers will produce radio broadcasts in an effective way. They are expected to design broadcast schedules and magazine programmes.

Supervisors will assist in implementing distance learning programmes, i.e. enrolling the distance learning trainees in different districts, orienting them, distributing materials, managing contact sessions, assisting evaluators and guiding teachers.

The evaluators will give feedback by pre-testing materials. During the programme they will be evaluating contact sessions, broadcasts and arranging final certification to the enrolled teachers.

5. Organization and trainers.

This seminar is to be organized with the help of the Ministry of Education and APEID, Unesco, Bangkok.


Secretary of Education
Chief of Curriculum Development Centre
Programme Co-ordinator
Experts from Curriculum Dev. Centre
Experts from RETT. (Radio Education Teacher Training
Experts from Institute of Education
Experts from T.U. Curriculum Development Centre
Experts from CERID (Centre for Educational Research, Innovation & Development)
Experts from Radio Nepal
Experts from Health Education Section
Experts from Agriculture Broadcast Section

It is suggested that two resource persons who are well aware of distance learning and specialized in script writing and broadcasting should be made available by APEID, Unesco during the seminar.

6. Pre-training activity schedule

a) Three months prior to the training seminar the decision on the programme will be made by consulting the Education Secretary, Ministry of Education and Culture, and the Chief of the Curriculum Textbook and Supervision Development Centre. After their approval a request letter to APEID, Unesco will be sent by the Government for financial support. If APEID provides funds then this seminar will be organized on the following basis:

- Selection of participants from different sections of Ministries of Nepal.
- Selection of experts from different sections to be involved in the seminar within the ministry and other sections.
- Unesco, APEID experts.
- Deciding days and dates of the programme.
- Budget allotment to different activities will be framed.
- Final setting of organization of the training programme.

These activities will be done during the two months before the beginning of the seminar.

b) One month prior to the seminar the venue, the data and the agenda will be prepared. Invitations will be sent to the trainers, trainees and other people to be involved.

7. Training strategies and techniques

a) Paper presentation and discussion on the following:

  - i) Concepts of distance learning;
  - ii) Need for distance learning in Nepal;
  - iii) How to design a curriculum for distance learning;
  - iv) How to develop self instructional materials;
  - v) How to write scripts in different formats, i.e. narration dialogue, drama, feature programmes, interviews;
  - vi) Broadcasting skills;
  - vii) Concepts of rural development;
  - viii) Need of rural development and related areas in distance education;
  - ix) Concept of educational evaluation and research; and
  - x) Tools for distance education development.

b) Exercises on the following:

  - i) Curriculum designing;
  - ii) Self instructional material developing;
  - iii) Script writing;
  - iv) Studio visit and orientation (introduction to different devices);
  - v) Programme announcing;
  - vi) Script recording;
  - vii) Programme producing; and
  - viii) Research and field work.

8. Training materials

- Primary and Secondary curriculum, published by CTSDC-Nepal.
- Related textbooks of grades I-X, published by GEMC, Nepal.
- Programme developed for primary teachers by Institute of Education.
- Scripts and self-instructional materials from RETTP.

- Different publications on distance learning and community development from T.U. Nepal.
- Cassette tapes and visual aids from RETTP and Audio Visual section.
- Papers presented by resource persons.
- Reports and related materials collected from APEID Seminar in Distance Learning of 8-18 August 1983, Islamabad.

9. Training agenda

a) Duration:– The duration of programme will be 120 hours covering 6 hours a day. It will be twenty working days excluding holidays within the period.

b) *Schedule*
The actual design of the training workshop schedule will be framed after getting the approval of the Secretary of Education and Culture, and the Chief of the CTSDC. Training is intended to be conducted between November and December, *1983*.

10. Self evaluation means:

Feelings, reactions, production of materials and further suggestions about the improvement of the seminar from the participants will be the means of self evaluation.

11. Follow-up

This action will be taken initially after the completion of a month of the seminar. Various tools like questionnaires and interviews will be designed for follow-up action.

12. Report

A special report of the achievement of the seminar will be prepared immediately after the seminar. This special report will be presented to the Secretary of Education and one copy will also be forwarded to APEID, Bangkok.

Pakistan

1. Context

The charter of Allama Iqbal Open University (AIOU) incorporates the national priorities of promoting general education, teacher education and functional education in Pakistan. Under these heads, AIOU has launched some 65 distance education courses to date, and many more are planned. The academic staff which includes those entrusted with curriculum design, development of curriculum materials, editing and co-ordinating courses, consists of some 48 subject specialists, of whom only a small number have received training inputs in their tasks at home or abroad. Some of the latter are well-qualified to act as trainers/resource persons. In addition to AIOU personnel requiring training, there is also the large number of external writers, who assist course production at AIOU from time to time, as well as writers of the national and provincial text book board who could be expected to profit from a workshop in writing for self-study.

In the past, there have been a few workshops on the development of distance education materials. However, the last one was almost 4 years ago in which ten AIOU personnel and 23 external members participated. A large number of recently inducted or untrained AIOU staff as well as curriculum developers outside AIOU can be expected to profit from the planned workshop.

2. Resources for the workshop

a) *Human resources* are mostly available at AIOU among the faculty members who have received several training inputs at home and abroad, and have accumulated several years of experience at AIOU. Unesco sponsored consultant from New Zealand or Australia would add variety and enrichment to the programme. He should preferably be an expert in assessment and evaluation techniques.

b) *Financial* It is hoped that Unesco will assist substantially towards funding the workshop.

3. Title of the training programme

The Programme will be known as the: 'National pilot training workshop on writing learning materials for distance education'.

4. Organization responsible Allama Iqbal Open University Course Production and Editing Cell

a) Collaborative agencies: Unesco and Ministry of Education, Government of Pakistan and UGC.*

b) Mode of collaboration:

   i) Financial support (Unesco/Ministry of Education)

   ii) One 3-week consultancy (Unesco)

   iii) Accommodation (UGC)

c) *Organizational structure*

Programme Director: Prof. Javed Iqbal Syed Dean.

AIOU staff for physical arrangements: 5 members

Visiting consultant: One

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* University Grants Commission

Trainers/resource persons from AIOU: 6 faculty members.

5. **Schedule of workshop.** Nov. 26-Dec. 15 (3 weeks)

6. Target group

There will be only one group, consisting of writers, reviewers and editors, of school materials (classes 1-10) i.e., materials intended directly for students or for teachers of these levels. The Workshop would thus be unidirectional, although the 'Foundation and skills' domain may be attended by concerned personnel other than writers, eg., administrators or service personnel.

7. Aims and objectives of workshop:

a) Understanding need, context and organization of Distance Education in general, and of AIOU in particular. Be able to discuss these, and relate the organizational components in the context of educational objectives and national priorities.

b) Exhibit understanding of the distant learner/learning process by judicial selection of methods for promoting learning at a distance.

c) Design and construct curricula with suitable mediamix based on needs of target groups, constraints and available resources.

d) Develop and demonstrate skills in writing distance education texts at the appropriate levels.

e) Critically review and edit given materials for use in distance education.

f) Construct, test and revise test items.

g) Produce, test and evaluate distance education materials.

8. Trainers: and training strategy

As the Workshop is unidirectional the same trainers/resource persons will train all participants. They are:

a) the visiting consultant; and

b) six faculty members of AIOU.

Foundation domain: (Days 1-6)

- Talks with slides/OHP and discussions;
- AIOU and UKOU films on Distance Education;
- Visit to AIOU facilities;
- Talking to key personnel at AIOU with a view to understanding the system and its problems;

- Reading assignments with group reports (eg., on various distance education models in other countries);
- Work-assignments (e.g., given certain target groups with needs, work out distance education strategy, and organization, lines of communication, media-mix etc.)

Specific domain (writing for distance education day 7-21)

- Talks and discussions, brainstorming and activities in Distance Education.
- Identification of target groups for Distance education in country and their profiles.
- Listing differences between face-to-face and distance teaching.
- Systems approach to development of Distance Education materials
- Exercises in design & construction of curricula for different groups (activity in groups)
- writing a short teaching passage in the beginning with improvement during the course (individual activity)
- Modern learning theories and their application to Distance Education.
- Review of exemplar Distance Education text samples to see differences from other materials.
- Developing writing skills and techniques through step by step exercises and application of techniques.
- Critical review of samples of Distance Education material from own/others work.
- Developing/using check lists for suitable units of learning.
- Exercises in formats, layouts, visual literacy, concept maps, flow-charts.
- Construction of test items, testing the items and improving them.
- Individual writing projects with assignment of tutors from amongst resource persons.
- Actual testing on learner groups (school students, teachers) if time permits.

9. Training materials:

These are partly available in the AIOU library. They will be prepared in part by the trainers and contributed by participants.

a) Participants will be asked to bring some samples of writing of their own, or to conceive/write a few pages of a lesson before coming to the workshop.

b) Presenters of each session will be required to provide summaries, guidelines, samples, checklists and exercise materials for duplication before the workshop. These will be handed out during the workshop.

c) Key material for reports, references and discussions will be made available to the workshop from the library, Unesco and other organizations.

d) A bibliography of reference materials will be prepared for participants.

e) A guide manual on writing for distance education will be prepared from the above material for distribution to participants.

f) Exemplar materials prepared by the participants (see Vol. II of this report).

10. Training agenda

Venue:	AIOU
Duration:	3 weeks (one week for Foundation, 2 for specific domain).

Training agenda (26 Nov-15 Dec 1984)

Daily routine	(except Fridays and holidays)
8.30 - 10:30	First session
10:30 - 11:00	Tea break
11:00 - 13:00	Second session
13:00 - 14:00	Lunch
14:00 - 16:00	Third session

11. Schedule of activities:

Day 1:	Session 1:	Registration & administration; Inauguration.
	Session 2:	Introduction of participants and staff. Aims and objectives of workshop, schedule, study facilities – book exhibition – visit to library.
	Session 3:	What is distance education? How it begin, what it includes – differences from other forms. Where does it fit in?
Day 2:	Session 1:	Target groups and their needs. Constraints, resources, discussion.
	2:	Models of distance education – AIOU introductory film, discussion.

	3:	UKOU* film. Discussion on how the two differ. Need to adapt techniques in accordance with needs of own country.
Day 3:	Session 1:	Listing of media possibilities & media mix, including face-to-face sessions, characteristies of each medium, problems and suitability of each, combination into systems, cost-effectiveness, discussions.
	Session 2:	Exercise in groups on media mix appropriate for different target groups: a) Rural illiterate group b) School going children c) Out-of-school children d) School teachers e) Literate adults. Also describe mode of learning for each.
	Session 3:	Continuation of reports from groups, discussion.
Day 4:	Session 1:	Diagrammatic presentation of AIOU. How does AIOU system work? Flow-charts, discussion.
	Session 2:	Visit to various sections of AIOU, talk to key personnel re procedures/problems.
	Session 3:	Other systems and programmes, of Sri Lanka, Australia, Philippines, world-wide situation.
Day 5:	Session 1:	Introduction to various stages in programme development, discussions.
	Session 2:	Communication
	Session 3:	Communication
Day 6:	Session 1:	Role of research in distance education.
	Session 2:	Research findings.
	Session 3:	Future of distance education.

Writing for distance education

Day 7:	Session 1:	Prerequisites to writing distance education materials.
	Session 2:	Student profiles.

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* UK Open University

	Session 3:	Writing a short one page passage for different target groups.
Day 8:	Session 1:	Learning theories
	Session 2:	Learning theories
	Session 3:	Applications of learning theories. (active learning)
Day 9:	Session 1:	The value of stating aims and objectives, categories of objectives.
	Session 2:	How to write instructional objectives, exercise in groups to write objectives of learning passage written on day 7.
	Session 3:	Critical review of objectives, improvement of objectives written.
Day 10:	Session 1:	Planning the curriculum (course outline) considerations, outline of educational strategy.
	Session 2:	Systems approach to curriculum planning with concept maps, sequencing, writing space and study times.
	Session 3:	Exercise in curriculum planning.
Day 11:	Session 1:	Elements of a study unit, checklists.
	Session 2:	Importance of study aids and student guides in distance education, checklists.
	Session 3:	Exercise in identifying elements of study unit in distance education texts. Individual work begins Writing of project assignment in accordance with techniques learned.
Day 12:	Session 1:	Writing techniques style, language, vocabulary, sentence structure, logical structure and sequencing, exercises.
	Session 2:	Readability, guidelines for testing, exercises.
	Session 3:	Testing own work for readability improvement of work.
Day 13:	Session 1:	Illustrating the text, the problem of visual illiteracy, exercises.
	Session 2:	Diagrams and labelling, critical review of illustrative work.
	Session 3:	Formats, layout, examples, checklists.

Day 14:	Session 1:	The value of assessment-formative and summative
	Session 2:	Types of assessment.
	Session 3:	Individual/group work.
Day 15:	Session 1:	Hierarchy and domain of questions-value of each.
	Session 2:	Good and bad questions (group work in critical analysis).
	Session 3:	Project work.
Day 16:	Session 1:	Item construction
	Session 2:	Item construction
	Session 3:	Project work.
Day 17:	Session 1:	Item testing.
	Session 2:	Item analysis.
	Session 3:	Project work submission.
Day 18:	Session 1:	Completion of work.
	Session 2:	Evaluation of workshop
	Session 3:	Closing and issue of certificates.

12. Evaluation by participants:

Evaluation will be conducted at the close of the workshop by filling out questionnaires on:

1. Did the workshop fulfil its objectives (scale of 5)
2. Degree of overall usefulness of workshop to each participant in doing his job (scale of 5).
3. Was time given to each topic appropriate (Listing of each topic)?
4. Specific content: what should be retained, eliminated or added?
5. Presentation style of each presenter (scale of 5).
6. Degree of usefulness of each session (scale of 5).
7. Any problems encountered during stay (physical arrangements);
8. What could be done to make workshop more useful and interesting, in future?

Plan for follow-up.

Distribution to participants of:—

a) Report;

b) Evaluation of workshop results; and

c) Completed project work.

In addition, a committee would be formed to recommend further follow-up activities.

13. Expected impact:

Six months after the workshop, participants would be asked by questionaire to examine the significance of the workshop in the context of their own work, and to specify where and how they used elements of learning derived from workshop activities. They should also suggest which areas need further strengthening.

14. Dissemination of training programme experiences:

Report titles: a) Proceeding with apstracts of presentations.
b) Training materials with samples.
c) Project work by participants.
d) Evaluation of workshops
e) Impact analysis report

Recipients: 1. Unesco APEID and Office of Pakistan National Commission for Unesco
2. Regional Distance Education institutions
3. Textbook board in Pakistan.
4. Participants and their institutions.
5. Ministry of Education, Government of Pakistan
6. Any interested buyers.

Philippines

1. Context

The secondary education sector of the Philippine educational system has been the focus of attention of the Government. The main reason behind the concern is the fact that the age group at this level has very high potential for future manpower development. It has also been shown that there are many elementary (primary) school leavers and high school drop-outs unable to continue their schooling for varied reasons. They help parents by working for a living, they are handicapped or disabled. Another important group comprise housewives, maids and factory workers, who cannot come to the classrooms because of the nature of their jobs. The Distance Learning Delivery system (DLDS) has been launched by the office of non-formal Education to give educational access to these varied groups.

So far 13 pilot centres have been established: one for each region. Already, modules in different first year high school courses have been developed and produced. But modules have not been developed in some courses and in some units, so the full implementation even at the first year level of the high school cannot be fully realized. There is also a need for a manual for the implementors. A draft of the handbook has been subjected to scrutiny but some modification is necessary because of some changes in administrative policies.

The Office of Non-formal Education (ONFE) has a network of personnel whose responsibility is the implementation of non-formal education programme one of which is the DLDS. The personnel involved are 13 regional directors, 13 assistant regional directors, 126 superintendents of schools, 126 assistant superintendents for non-formal education and 1750 district co-ordinators for non-formal education. There are also 1750 non-formal education centres where activities of the NFE are being undertaken.

At the national level there is a staff of about 35 persons including a deputy minister assigned to non-formal education programmes, a director and an assistant director.

Problems about implementation of DLDS have been touched lightly during a short conference with NFE regional supervisors but it is felt that there should be training in course production, evaluation and management.

2. Programme title

The programme is known as the 'National training workshop on distance education'.

3. Organization

The following offices will collaborate to undertake this programme in terms of various resources:

a) ONFE – lead agency

b) National Education Testing Centre – for testing

c) Bureau of Secondary Education – course production

d) Baguio Vacation Normal school – venue (national level)

e) University of the Philippines – resource persons.

f) Institute of National Language – course production.

g) UP Science Education Centre – resource persons

h) National Development Group of Educational Innovation.

4. Target groups and objectives by group

The target groups for the workshop would be:

a) 13 NFE regional supervisors in charge of the implementation of DLDS on the regional level to:
   - i) acquire skills in making linkages with other agencies in order to implement DLDS in the region;
   - ii) produce a plan for the implementation of DLDS;
   - iii) formulate a monitoring and evaluation plan for DLDS for the region; and
   - iv) acquire skills in managing the programme including resource management, information system management.

b) 1,750 tutors who will teach the students using distance techniques to:
   - i) prepare course materials for course modules which have not yet been dveloped;
   - ii) try out materials produced using simulation, peer teaching or actual classes;
   - iii) revise materials for final production;
   - iv) prepare evaluative instruments for use in both formative and summative evaluation; and
   - v) prepare or select from available materials those that are to be used for supplementary or remedial teaching or for tutorial support.

c) 1750 district co-ordinators in charge of DLDS within the districts to:
   - i) make plans for effective recruitment and management of the DLDS on the district level;
   - ii) devise a monitoring and evaluation system for the district from the standpoint of both teaching and management of resources; and
   - iii) acquire skills in making linkages with the various agencies.

5. Trainers and resource persons

a) Central office staff of the ONFE

b) A representative regional director

c) An assistant superintendent in charge of non-formal education.

For the tutors

   a) Subject matter experts

   b) Curriculum writers from Bureau of Secondary Education (BSE), University of Philippines Science Education Centre (UPSEC), University of the Philippines

c) Evaluation experts from the central office

d) University of Life and University of Mindanao professors and facilitators.

6. Training strategy

Since it would be difficult to train a large number of people, the programme will be divided into phases. The first phase will be implemented on the national level where teams will be trained; the teams will be assigned regions and on a mobile basis they train others. The problem of distance and transporation costs would be solved partly through the use of team training and 'echo training'. Quality can be maintained by constant follow up of the training in the regions. Already a monitoring team has been assigned to every 3 or 4 contiguous regions and the same will be utilized to help the training team.

To maintain quality, subject experts may travel to regions easily accessible to them. To minimize expense the expertise of local experts may be sought.

7. Training materials

The exemplar materials completed in the Subregional Workshop on Distance Education held in Islamabad will be used. The exemplar materials are on the tutorial system, course production and evaluation. These produced locally can also be utilized.

In addition materials already developed will be used in the training on curriculum evaluation. The handbook on implementation, primer of the ONFE, brochures of the NETC, evaluation check lists, plans, and articles on training and research will be used.

8. Training agenda:

a) Venue: Baguio Vacation Normal School for the pilot training on the national level and one venue for every 3 or 4 regions – a strategically located capital so that accessibility would minimize transporation expenses. This is for the nationwide training for all regions

b) Duration – 20 days at the national level (in December 1983)

– 10 days each for the regional training

c) Number of persons – 40

d) Agenda (This agenda is a general one. The training at the regional level will be a reflection of the national training)

Day 1 – Registration; opening ceremony; workshop procedures; status report by regional representatives;

Days 2, 3, 4, 5, 6, – Course production – development, try out revision of materials using exemplar materials on course production evaluation;

Days 7-8 – Tutorial system and supplementary teaching materials; remediation;

Days 9-10 Further critique of the materials produced;

Days 11-12 Finalization and production for members to take back to their regions;

Days 13-15 – Planning for implementation of DLDS and discussion on schedules, roles and responsibilities of personnel; accountability; fees collection; storage and retrieval of materials; monitoring and evaluation; reporting to the central office; management information system at both district and regional levels;

Days 16-17 Revision of the Handbook to include all suggestions and results of discussion made on Days 13-15;

Days 18-20 Preparation of reports – proceedings.

9. Self avaluation:

The participants shall evaluate the following items:

a) extent of their participation;

b) contribution to the training programme;

c) relevance of the training to their present assignments; and

d) components of the programme on what

  i) they think should be supplemented,

  ii) they think should be eliminated, changed or modified.

  iii) they think is most useful.

10. Proposals for follow-up:

A monitoring team will be assigned for every region. Evaluation criteria have been prepared for this NFE programme. The team will consist of central office and local people in the district and some community members and parents.

11. Expected impact.

a) Increase in the number of out-of-school youth-school leavers and dropouts at the high school

b) Students' interest in schooling

c) Reduced juvenile delinquency problems and crime rate

d) Increased participation in civic, community programmes by the clients

Impact will be assessed every mid year.

12. Dissemination:

Proceedings of the training workshop will be published by a documentation committee. These proceedings will include issues discussed in the workshop and resource papers used. Every participant and his institution will be given a copy. The following will also be provided copies of the proceedings:

a) 13 regional directors

b) 126 assistant superintendents in charge of NFE programmes

c) 13 regional NFE supervisors.

The materials will be used in the implementation and regular evaluation of DLDS.

Republic of Korea:

1. Context

The distance education programmes in Korea involves educational broadcasting, which is supplementary to formal education, air and correspondence education at college level and senior high school level. The Korean Educational Development Institute (KEDI) is responsible for educational broadcasting and air and correspondence high school programmes. There are various categories of personnel involved in these programmes who need training. KEDI is planning to train these groups one by one.

The first target group for training will be radio instructors. The time allowed for radio instruction in the country at present, is only 15 minutes for each subject. There is a tendency for teachers to deal with as much content as possible in this short time. The result is that listeners find it difficult to follow the radio programmes.

Radio lecturers are chosen from among regular high school teachers. Though they were well trained through formal education, and a monitoring system is used to raise the quality of radio lecturing, intensive training for radio lecturers is still needed.

The second target group will be school teachers. The classroom instruction for distance education was designed to provide individualized instruction, but in practice the majority of teachers end up doing what they do for normal classes. As distance education cannot but heavily depend on self-study, schooling in distance education should be different from the normal class instruction.

Both the radio lecturers and school teachers should be given the chance to understand the characteristics and needs of learners, and to develop the skills to instruct these learners most effectively. Radio lecturers and school teachers also need to recognize their job in relation to that of the other group.

2. Title of training programme

The programme is the 'National workshop for radio lecturers and school teachers'

3. Organization structure responsible for the training programme

Unesco regional office	Training material, financial support.
Ministry of education	Administrative support financial support.
KEDI President Vice-President	Programme co-ordinator Resource persons Training material.
Air and correspondence department	Preparatory work for national workshop.

4. Pre-training programme activities

15 September 1983	Conduct a meeting at KEDI for preparation of national pilot training workshop.
15 October 1983	Decision will be finalized.
25 October	Documents regarding national pilot workshop will be prepared and invitation letters will be sent to the participants.
15 November	Workshop documents and other materials will be sent to the participants.

5. Target groups to be trained

a)	Job:	radio lecturers
	Number:	30
	Responsibilities:	to select the content to instruct through radio
	:	to write script for radio instruction
	:	to instruct through radio
b)	Job:	School teachers
	Number:	50
	Responsibilities :	To select the content for schooling
	:	to instruct the chosen content

: to give students assignments

: to mark on students' assignments

6. Objectives of training

After the workshop the participants will be able to:

a) understand the concepts and aims of distance education;

b) understand the characteristics of the Korean distance education programme in relation to the programmes of other countries;

c) recognize the job in relation to the jobs of other personnel;

d) develop skills to organize the content of instruction; and

c) develop skills to motivate students.

Radio lecturers will be able to:

a) understand the merits and shortcomings of radio instruction; and

b) develop skills to deliver the content so as to enable the students to study most effectively.

School teachers will be able to.

a) understand the function of schooling in distance education;

b) develop skills to give assignments and mark them.

7. Trainers

President of KEDI

Vice-President of KEDI

Researchers of KEDI

Specialists in educational psychology

Specialists in teaching methodology

Specialists in radio broadcasting (programme producers in KEDI, experienced radio lecturers).

Experienced principals and teachers.

The trainers will be able to train themselves by group activity.

8. Training strategy and techniques

Paper presentation followed by discussion;

Demonstrating schooling and radio lecturing; and

Group activity for teachers manual.

9. Training materials

Use of APEID sub-regional seminar on distance learning;

New Zealand report;

Teachers manual in distance learning;

Use of papers developed by resource persons; and

Exemplar materials in Vol. II of this report

10. Training agenda

a) Venue: Korean Educational Development Institute

b) Duration: 11 December – 16 December 1983

c) Schedule:

National Workshop for Radio Lecturers and School Teachers

Date	*I Session 9:00-10:00*	*Tea 10:20 10:40*	*II Session 10:40-12:30*	*Lunch 12:30 2:00*	*III Session 2:00-3:20*	*3:20 3:40*	*IV Session 3:40-5:00*
1st day	*Registration *Key-note address *Objectives of the workshop		* Concept of D.E. * Distance education systems of other countries		Overall evaluation of ACHS education		
2nd day	Evaluation of effectiveness of media, instructions		Characteristics, needs and problems of ACHS students		learners' psychology and learning process		the process of communication-facilitative and inhibitive factors

Date	*I Session 9:00-10:00*	*Tea 10:20 10:40*	*II Session 10:40-12:30*	*Lunch 12:30 2:00*	*III Session 2:00-3:20*	*3:20 3:40*	*IV Session 3:40-5:00*
3rd day	Identification of roles of radio lectures and school teachers		Developing lesson plans, radio script		Practicum		
4th day	Demonstration instructtions		Comments and discussion		Developing teacher's manual Group work		
5th day	Group work		–		–		
6th day	Discussion of Draft		–		Closing ceremony		

11. Evaluation by participants

A self-evaluation format will be developed by the groups organized during the workshop.

12. Plans for follow-up

A special committee will be set up by KEDI in matters pertaining to activities arising from the national workshop.

The responsibilities of the committes will be to reinforce and provide supporting service for further development and implementation of correspondence programmes.

13. Expected impact

Impact evaluation will be developed by staff of KEDI and assessment will be made six months after the national workshop.

14. Dissemination of training programme experiences

All documents and the final report of the workshop will be distributed among the participants and others involved in the national workshop within two weeks of the conclusion of the workshop.

The operation of a feedback process from the correspondence high schools of the air and correspondence department at KEDI and among themselves will be implemented.

Arrangements for visits will be made and other communication techniques to keep in constant touch with participants will be developed.

Sri Lanka:

1. Context

The national goal is to give a professional foundation to the backlog of untrained GCE OL/AL qualified teachers now in school service. It is expected to clear the backlog within a period of five years, starting from 1983. It is also expected to have teams of experts in different aspects of distance education selected and trained to carry out the first of the National goals.

For achieving the above purposes, a Distance Education Branch has been set up in the Ministry of Education under a Director and staff for the execution of the project. For the implementation of the project, support of the Swedish International Aid (SIDA) has been obtained. A Distance Education team of course-writers has been selected from among the teacher educators, in-service education personnel and master teachers in service. Some of these personnel have already been trained under experts from abroad on certain aspects of the distance education programme. These involved the preparation of lesson units, in a self-contained learning module with pre-tests, learning activities, checking items, post-tests and assignments built into the module for providing opportunities of teacher growth.

Training of local personnel abroad in specific areas of distance education is financed from a Swedish International Aid project and from local funds. A linkage has been established with the Lund University and the Liber Hermod of Sweden.

2. Programme title

The programme is called: 'Training of key personnel engaged in the production and delivery of Distance Education learning packages to teacher recruits'.

3. Organizational structure

The organization responsible for the training programme is the Distance Education Branch of the Ministry of Education, Sri Lanka.

4. Collaborative agencies

a) Curriculum Development Centre of the Ministry of Education.

b) Teacher Education Branch of the Ministry of Education and the Teacher Colleges; the Primary and Secondary Education Branches of the Ministry of Education.

c) Members of the Faculty of Education of the Sri Lanka Open University. Staff with suitably qualified training skills, from each of the bodies above, will be invited to make presentations on:

   i) curricula and syllabi and course guides;
   ii) the learning/teaching specification in the class-room;
   iii) general objectives of teacher education; and
   iv) techniques of production of distance material.

5. Administrative support personnel

a) *Funding agency*
Ministry of Education – under Distance Education vote. Subsidy from Unesco.

b) *Staff*
Distance Education Branch of the Ministry of Education assisted by supporting staff (clerical and typing, etc.) drawn from the Ministry will attend to the conduct of the course including (i) a Programme Director assisted by (ii) Programme Co-ordinators in each of the subject areas given in 6 below. Work will be co-ordinated by a Rapporteur General. A panel of experts (iii) for each of the specific areas will sit daily to guide, assist and evaluate assignments in each group.

6. Target groups (40 participants)

a) Course writers – writing lessons in professional education and in the other subject areas of the Teacher Education Courses.

b) Editors – editing, which includes dealing in content, format and presentation, and in the use of media.

c) Layout personnel

d) Tutors – Main function to interact with student teachers in the
e) Correspondence teachers field for correction of assignments.

f) Administrators and production staff – involved in the delivery system.

7. Objectives of training course-writers

a) Establishment of a set criteria for writing course material/modules.

b) Creation of distance learning material on 3 units of study selected from the Teacher Education syllabi in each of the subject areas.

c) The writers will acquire the skills of writing presentation and construction of multiple choice questions etc. which will be integral parts of the distance learning material.

8. Expected outcomes

a) a pool of skilled personnel will be available to continue with the production of distance course material;

b) ability to formulate learning material into programmed learning modules;

c) editors will form the nucleus training group for further recruits.

9. Editors: objectives

a) Advising the course writers in the selection of suitable learning material, evaluate their selection of material in the light of the criteria decided earlier;

b) Deciding on the presentation of material in the distance format;

c) Deciding on the suitable sequence of tests, exercises, assignments and activities presented in the module;

d) Advising the layout personnel on graphics and layout;

e) The skill in application of the AV equipment/other media in suitable learning activities;

f) Skills in general production problems.

10. Outcomes

a) Skills in handling the above;

b) Form nucleus group to train new entrants.

11. Layout personnel: objectives

a) Expose layout personnel to the latest techniques in layout and graphics;

b) Foster skills in the art;

c) Identify the most creative for further training.

12. Outcomes

A set of layout personnel will be available with necessary skills to work with in the unit. They will also form the nucleus group to train further people as and when required.

13. Tutors/correspondence teachers

a) To promote the skills in inter-personal relationships with student teachers;

b) To create an awareness on the part of the tutors about their roles;

c) To provide for skills in group processes considered to figure importantly in the face to face contact sessions;

d) To provide for skills in the use of AV equipment and other media.

14. Cutcomes

a) The ability to use a wide variety of techniques and and media for use in contact sessions;

b) Ability to handle students' problems on the spot.

c) To keep and maintain records of student achievement.

15. Production staff: objectives

To promote skills in production of audio tapes/Radio script for supplementing the printed work.

16. Outcomes

Skills pertaining to the above.

17. Administrative staff: objectives

To provide for skill in handling the centre activities pertaining to students' correspondence, channeling them to specific units, recording, gathering data and generally maintaining a back up administrative structure for efficient handling of student' correspondence. Maintenance of student profiles.

Note: The above groups will function concurrently under experts appointed for each of the areas.

18. **Trainers** (10 persons).

Project Director assisted by Production Manager, Chief Editors (subjects) and Chief Editor (Media), who will be assisted by experts drawn from each of the specific areas given in 5 above.

19. Training strategy and techniques

a) Group work consisting of plenary discussion followed by individual assignments and work in main sub-groups (15-20) or micro-groups of five or six.

b) Group processes such as simulation, role play, to come in for training of tutors.

The group reports, certain of the reports from the microgroup and some individual assignments will figure in a final report, in the National Workshop,.

20. Training materials – APEID/other relevant Unesco literature

a) i) Relevant exemplar materials from Volume II of this report;

ii) Relevant reports of the aforesaid workshop and other reports – New Zealand Report, Pakistan Report and other relevant literature;

iii) APEID report on advanced technology and its applicability;

iv) APEID report on technical education;

v) Alternative structures in teacher education, APEID;

vi) Report on Production of Low Cost Equipment.

b) i) Manual for course writers;

ii) Manual for editors/layout personnel;

iii) Manual for tutors and correspondence teachers and administration staff – jointly prepared by the Distance Education Unit of the Ministry of Education in collaboration with Liber Hermods of and the Lund University of Sweden – which are new available in the printed form with the Distance Education Branch – will be used as guidance material.

The materials available from many other sources will be used.

21. Training agenda

I – BASIC COURSE

a) Venue – Sri Lanka Foundation Institute, Colombo

b) Duration – 3 weeks (18 days) in December 1983 starting from 5 December.

c) *Agenda*

Day 1 Paper 1 – Discussion paper by Expert on Concept and Scope of Distance Education. Group work or assignments built on select aspects of distance education. Group Discussion and Report.

Day 2 Paper 2 – Beneficiaries – Final Target and issues. Implications of the Distance Education techniques on the Teacher Education Courses as projected by the Ministry.

Group Assignment – List Issues and possible solutions.

Day 3 Structure of Distance Education – New Zealand, Pakistan, Sri Lanka, South Korea. Group assignment – Implication and growth points suitable for adaptation to local situation.

Day 4 Media categories and combinations
- a) Correspondence approach
- b) Multi Media approach

Group assignment – adoption of multi media approach and its implications to Sri Lanka. Problems pertaining to production of multi media and its adoption.

Day 5
- a) Introduction to programme development.
- b) State of the art.

Micro and individual assignment – report on salient features.

Day 6 Research on distance education with particular emphasis on drop-outs, turn around time, student isolation, student motivation.

Assignment – study in micro groups in each of the above.

Day 7 Same-as-Day 6.

Plenary discussion of above reports of group assignments.

Day 8 Research methods in distance education.
Individual assignments to be corrected and reported as post session exercise.

Day 9 *Future possibilities:* Adoption of new media for distance education.

Day 10 Communication:
- a) with other units in the Ministry
- b) with other units within the Institution
- c) with the public
- d) policy makers and administrators macro group assignments to identify problems and report to planning session.

II – Options

Day 11 Identification of the functions/job attributes of subject co-ordinators, course writers, editors, layout personnel, tutors, correspondence teachers, administration, delivery and production staff.

Days 12 & 13 Micro group are engaged on assignment on analysis of task in each of the above categories and evolve suitable material/format for carrying out these tasks.

Day 14 Adoption of group processes in face-to-face contact. Micro groups to construct and choose suitable group processes for use in the contact sessions.

Day 15 Preparation of evaluation criteria for assignments for submission. Group work.

Day 16 Continuous assessment/maintenance of student records/students profiles for distance learning. Group work.

Day 17 Problems of final assessment and award of certificates. Group work.

22. Plan for follow up.

a) Critical post session analysis by expert committee of problems evolving from the areas covered in the workshop – and identification of possible solutions to the problem, in the light of contemporary model countries.

b) Identification of suitable personnel for specialist studies in critical areas identified for further training. Funds to come from Unesco, SIDA. Local sources.

c) Prepare project proposals for future Unesco sub-regional distance education workshops.

d) Plan workshop for material renewal.

23. Expected impact:

a) Allow for critical post-session evaluation for learner reaction to new material presented say, after a period of 6 months.

b) Look for critical awareness of the roles of specific functionaries and the skills they indicate.

c) The impact of the workshop and the training provided, will be evaluated by an analysis of the participants performances in the specific areas they have been trained. It is expected that they will show a positive awareness and skill in the lines they have been trained.

24. Dissemination of training programme experience:

Communication has already been established with the ICDE/ECDE Liber Hermods of Sweden Lund University and the Open University of the United Kingdom. It is expected to have continuous dialogue with these Institutions also in order to exchange and share experiences as well as with the member countries Asia, and the Pacific. Also the dissemination of training programme experiences will be undertaken in the following ways.

a) A 'Handbook for distance education' will be prepared. In this context the existing manuals in course writing editing and layout, tutoring, administration will be augmented by the insight gained at the national workshop and this Handbook is expected to provide guidance in each of the specific areas of distance learning in training of the personnel in distance education.

b) Unesco Regional Office for Education, Bangkok will be one recipient institution other recipient institutions will include the open University of Sri Lanka; faculties of education of the other universities in Sri Lanka, Technical Colleges, universities of participant countries in the Pakistan workshop and other relevant organizations. (The Handbook will be prepared in English with a local translation for use in Sri Lanka.)

Appendix

SUGGESTED PROFORMA FOR DESIGNING PILOT NATIONAL TRAINING WORKSHOPS

1. Context/Introduction (national goals/issues, stages of work already completed/training of personnel already done, resources available, and linkages).

2. Title of training programme.

3. Organizational set-up.
   a) Organization responsible for the training programme:
   b) Collaborative agencies:
   c) Mode of collaboration:
   d) Organization for the training programme (namely: Programme Director, etc).

4. Pre-workshop activity schedule.

5. Target groups/personnel to be trained (Specify level, number, and responsibilities)

   a) b) c)

6. Objectives of workshop and expected training outcomes (by target groups).

   a) b) c)

7. Trainers (by target groups).

   a) b) c)

8. Training strategy and techniques (by target groups).

   a) b) c)

9. Training materials (with fererence to target groups).

10. Training agenda:

    a) Venue b) Duration c) Agenda

11. Self evaluation by the participants.

12. Proposals for follow-up

13. Expected Impact (indicate how and when 'Impact' will be assessed).

14. Dissemination of training-programme experiences (indicate major report titles, recipient institutions/agencies, and other forms of dissemination.

Annex I

AGENDA

1. Opening of the meeting
2. Election of officers
3. Development of agenda and introduction of country experiences in relation to priority concerns being covered through distance education
4. Identification of target groups and issues in distance education with reference to training of distance education personnel.
5. Specification of learning needs of distance education personnel and designs of training programmes.
6. Selection of, and suggestions for improvement, of exemplar training materials in distance learning.
7. National Pilot Training programmes, country-wise.
8. Reflections on critical aspects of training in, and the renewal of, distance education.
9. Considerations and adoption of the draft report of the meeting.

Annex II

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Mrs. Nadira Khan

Officers of the Meeting

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Co-Chairman	Dato' Abdul Rahman bin Haji Arshad, Deputy Director General of Education, Malaysia.

Rapporteur General (1)	Dr. O.S. Dewal Director, Open School, New Delhi – India
Rapporteur General (2)	Mr. Slamet Suderman, Head of the Education Audio Media, Production Sub Centre, Semarag, Indonesia

Composition of the Working Groups

Group I

Dr. Nuruddin Bin Jamin	(Malaysia)
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Mr. H.G.C.A.T. Jayasekera	(Sri Lanka)
Mr. Jung Hwan, Son	(Republic of Korea)

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Dr. A.R. Saghir	(Pakistan)

Group III

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Dr. Haris Mudjiman	(Indonesia)
Dr. Lourdes S. Sumagaysay	(Philippines)
Prof. Javaid Iqbal Syed	(Pakistan)
Dr. Muhammad Rashid	(Pakistan)

Special group in selected topics

Dato's Abdul Rahman Haji Arshad
(Parental education as an emerging role of distance education)

Prof. Ift Khar N. Hassan
(Research and evaluation in distance learning)

Dr Lourdes S. Sumagaysay
(Renewal System)

LIST OF SELECTED APEID PUBLICATIONS RELATING TO TRAINING OF EDUCATIONAL PERSONNEL AND CURRICULUM DEVELOPMENT

* *Implementing curriculum change. 1977.*

* *Educational policy, curriculum development and implementation. 1978.*

* *Developing instructional modules for teacher education: selected exemplar modules. 1978.*

* *Teacher education: directions of change. 1979.*

* *Universalizing education: strategies for development and use of instructional materials. 1979.*

* *Universalizing education: selected innovative experiences – new techniques for preparing educational personnel. 1980.*

* *New personnel profiles in relation to changes in society and educational systems. 1980.*

Social change and new profiles of educational personnel. 1981.

Distance learning for teacher education (3 volumes). 1982.

In-service primary teacher education in Asia. 1982.

Multiple class teaching and education of disadvantaged groups: national studies. 1982.

Integrating subject areas in primary education curriculum – a joint innovative project. 1982.

* *Curriculum development, by Malcolm Skilbeck (APEID Occasional Paper No. 9, February 1982)*

Language development and intellectual functioning, by Kevin F. Collis (APEID Occasional Paper No. 10, July 1982)

Social change and training of educational personnel. 1982.

Training educational personnel for integrated curriculum. 1983.

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* Out of stock

The Asian Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 23 Member States participating in APEID are: Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The eight programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Education and urban development;
6. Educational technology with stress on mass media and low-cost instructional materials;
7. Professional support services and training of educational personnel;
8. Co-operative studies, reflections and research related to educational development and future orientations.

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